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A comparison of a textbook approach to an authentic materials approach for teaching phrasal verbs to learners of English as a second language in the United States

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A comparison of a textbook approach to an authentic materials approach
for teaching phrasal verbs to learners of English as a second language
in the United States

by

Rebecca Ann Fischer

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
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Signatures have been redacted for privacy

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CHAPTER 1. INTRODUCTION

Since my first experience in teaching in the field of English as a Second Language (ESL), I have been intrigued by idiomatic language and how learners of English go about learning such expressions as "To toe the line," "Hang in there," and "Checks bouncing at the bank." Of particular interest to me are the kinds of idiomatic expressions that include phrasal verbs. Verbs such as "run into," "carry on," and "run out" seemed to have posed difficulty to my students and I became interested in learning how to best teach these kinds of phrasal verbs so that the students could use them and understand them when they heard or read them in someone else's spoken or written English.

One approach that I came across was to use authentic materials. This approach of teaching ESL is fairly popular at Iowa State University, and has been integrated into many classroom syllabi. I decided to explore the basis for using authentic materials in the classroom, and see if this approach is better for teaching phrasal verbs than the traditional textbook approach that is also used in many ESL classrooms.

The research questions that I set out to investigate and answer are the following:

- 1)** Do students acquire the meaning of phrasal verbs and the capacity to use those phrasal verbs through learning with authentic materials?
- 2)** Are students better able to learn phrasal verbs with authentic instruction than with traditional textbook instruction?
- 3)** What approach do the students prefer and why?

By the term "learn," I mean demonstrating the knowledge of meaning and syntactic properties of phrasal verbs.

This thesis, then, attempts to answer these questions through a study conducted in an Iowa State ESL classroom which compares two approaches to teaching: using authentic materials vs. using textbook-style exercises.

CHAPTER 2. LITERATURE REVIEW

In this review, two topics will be discussed. First, the term "authentic materials" will be defined, a foundation for the use of authentic materials laid, and examples of the use of authentic materials presented. Second, the term "phrasal verbs" will be defined, tests for differentiating phrasal verbs from verbs + prepositions presented, and a study examining how well EFL students in Germany had acquired phrasal verbs discussed.

Authentic Materials

Rogers and Medley (1988) have observed, "The term 'authentic materials' means different things to different people" (p. 467). Therefore, a practical and usable definition of "authentic materials" needs to be pinpointed.

Widdowson (1979) defined "authentic" this way:

Authenticity. . . is a function of the interaction between the reader/hearer and the text which incorporates the intentions of the writer/speaker. . . . [It] depends on a congruence of the language producer's intentions and the language receiver's interpretation, this congruence being effected through a shared knowledge of conventions (pp. 165-166).

Although this is quite a sophisticated definition, it is not very practical. If a teacher were trying to determine if a particular text is authentic, this definition does not give any clear criteria. It also seems to imply that materials such as newspaper articles can only be used authentically if they are used for their original intended purpose. Therefore, using a newspaper article to teach a grammar point, such as active vs. passive voice, would not be an authentic use of the text.

A broader, but more practical, definition was put forth by Leaver and Stryker (1989). They said that "authentic" materials include texts, videotapes, audio recordings, visual aids, etc., that are "produced for native speakers of the language" (p. 271). A similar definition was used by Fraser-Rodrique, Davis, and Duquette (1990) in their study of curriculum modules. They stated that "authentic" relates to any documents "understood as materials prepared by native speakers for native speakers without pedagogical intent" (p. 499). This definition, however, raises the question as to whether authentic materials could be designed for the express purpose of teaching. This may or may not be the case, but this issue will not be explored in this thesis.

Riner's (1990) definition differs from Widdowson's on the point of intentions.

Authentic curriculum combines intents, the immediate classroom context, and a knowledge of the interest of the learner into an efficient learning environment. . . . Authentic education is not common to an experience but unique to the individual. Authentic education occurs when the curriculum unfolds in the classroom staffed by teachers that understand yet challenge what each student thinks is true (pp. 66-67).

Riner also introduces the role of the teacher. It seems that an instructor can be an influencing factor in the use of authentic materials.

Shofer (1990) expresses some skepticism about the term "authentic." He writes, "Although it is not possible to prove, one wonders if the word 'authentic' has not replaced the catch-word of the '60s 'relevant'" (p. 329). However, "authentic" is not the same as "relevant." Relevance is an important factor to be considered when using authentic or any other materials, and something should not be used in an ESL classroom just

because it is created for native speakers; it should have some meaning to the students.

Finally, Rogers and Medley (1988) use the term "authentic" "to refer to language samples -- both oral and written -- that reflect ***naturalness of form***, and an ***appropriateness of cultural and situational context*** that would be found in the language as used by native speakers" [emphasis mine] (p. 468). This is a pedagogically useful definition for two reasons. First, it is practical. An instructor can determine if the materials "reflect naturalness of form." Second, it incorporates the aspect of relevance in that the materials should reflect "appropriateness of cultural and situational context." In selecting authentic materials in the study reported here, these criteria were consistently applied.

Now that authentic materials have been defined, some reasons for using them in the classroom that other researchers have put forth need to be addressed. Melvin and Stout (1987) claim that "authentic texts give students direct access to the target culture and help them use the new language authentically themselves to communicate meaning in meaningful situations rather than for demonstrating knowledge of a grammar point or lexical item" (p. 44).

Rogers and Medley (1988) say that

if students are to use the second language communicatively in the real world tomorrow, then they must begin to encounter the language of that world in the classroom today. They must see and hear the second language being used as the primary medium of the communication among native speakers -- as 'language with a purpose.' This can be best done through the use of authentic materials (p. 467).

Cathcart (1989) admonishes, "Only a move from dialog simulation to carefully selected real discourse can provide students with appropriate conversational models that will lead them from dependence on teacher talk toward real communication" (p. 124). King (1990) speaks of the potential opportunities for language learning through authentic materials: "Cultural and linguistic details couched in their authentic context can unleash a wealth of study possibilities for future classes" (p. 66).

On the basis of these strong claims for using authentic materials, many authors suggest their use in the classroom. For example, Mollica (1979) gave lesson ideas for using everything from songs to radio broadcasts to comic strips to television commercials.

Another suggestion was developed by Melvin and Stout (1987). They outlined a model unit called "Discover a City" in which students do activities such as act as tour guides through a city in a country where the target language is used. The tour is given to their classmates in the target language and the students use actual maps and tourist information from the particular city. The intent for the students is "successfully processing information from as many sources as possible" (p. 47).

A third suggestion was presented by Morrison (1989), who developed lessons for using radio and news broadcasts. He showed the flexibility of authentic materials by using the same broadcast to develop lessons for both elementary- and advanced-level students.

This small sample shows how authentic materials can be used in a variety of ways in the English language classroom. Using authentic materials makes sense, but in the days of the audiolingual method, the

claims for teaching language through imitation also seemed to make sense. It is important to look at some criticisms of using authentic materials in the classroom.

Widdowson (1984) has brought up a valid point: "Though it [the authentic material] may be [genuine data], it would appear as incomprehensible gibberish if the learners lack the ability to authenticate it as communication" (p. 218). It is important for the teacher to choose authentic materials that contain language that is appropriate to the level of the students, although, as Morrison pointed out, some materials can be adapted for the different levels.

Leaver and Stryker (1989) also have pointed out some negatives. They noted that it is not always easy to find appropriate materials and that a significant amount of time is required by the teacher to develop lessons and curricula using authentic materials. Furthermore, both students and instructors must have prior knowledge of the topics (such as geography or politics) presented in the authentic materials.

As for their first point, preparing activities with authentic materials does take quite a bit of time. However, as Melvin and Stout (1987) and Fraser-Rodrique, Davis, and Duquette (1990) observed, their students were enthusiastic and enjoyed the authentic activities. The learning experience was rewarding for both the students and the teachers.

To counter Leaver and Stryker's second argument, if an instructor does not have sufficient knowledge of a particular topic, it may be good to bring in a guest speaker who can adequately explain the topic to the students. The fact that the students do not have prior knowledge should

not be a stumbling block, but rather a basis from which to build their knowledge.

Dubin (1989) also expressed concern for ESL learners not having prior knowledge, and related the need for "very well-developed vocabularies" (p. 284). Again, this may pose a barrier at first, but if the materials are appropriate for the particular level, there can be an opportunity to increase the knowledge of the students. Many are often eager to learn new vocabulary from the outset.

Some of the more critical comments were put forth by Norstrand (1989). First, he brought up the tendency for language teaching to go in cycles. He feels that the use of authentic materials may be another fad like other approaches in which language teachers want to "carry out our purposes with one convenient emphasis. . ." (p. 49). While authentic materials might be used to teach all aspects of language, they may not be the best way for doing so.

Second, he says that the fact that a text is authentic does not ensure that it gives a true impression of the culture unless one adds the context to the authentic material which reflects what is in the mind of the person who lives in that culture (p. 49). This may be true, but the context can be an integral part of the lesson being taught.

Third, he stated that the "selection [of authentic texts] is partly subjective. The result which we present is not authentic reality. It is only our own artifact" (p. 50). These second and third points may be a challenge for the ESL teachers to overcome. It is important to offer a broad range

rather than a narrow focus of the English language and culture. However, these criticisms would be true of textbook and curriculum design in general.

Finally, he stated that there are risks of teaching "slang expressions and vulgarities" (p. 51) that are offensive and would cause the students problems if they use them in the wrong contexts. This is a valid concern because authentic materials such as television shows, movies, and songs can contain such language. Accordingly, the teacher should use discretion in selecting these types of materials, but not discard them altogether. There are examples that do not contain vulgar language and can be very useful in the classroom. Something for teachers to consider is that it may actually be beneficial to discuss when certain types of language are not appropriate. Chances are pretty high that students in an ESL situation get exposed to vulgar language if they are around typical American university students, and they may not realize when and where that kind of language is not appropriate.

To conclude this section on authentic materials, it is important for teachers to overcome the negatives mentioned. Also, they should be aware that the use of authentic materials is not - at least not yet - a miracle tool for language teaching. On the other hand, authentic materials can enhance classroom learning and provide cultural contexts that traditional "classroom language" does not.

Phrasal Verbs

As mentioned in the introduction, "run into," "carry on," and "run out" are phrasal verbs. The term "phrasal verb" refers to a set of verbs in the

English language that has two components: "(1) a verb, and (2) a second element which, combining closely with the verb, produces a concept that the verb alone does not have" (Meyer, 1975, p. 3). This second element is usually called a "particle" and is distinguished from prepositions and adverbs. Phrasal verbs are sometimes called "two-word verbs," "three-word verbs," "multi-word verbs," or "prepositional verbs." However "phrasal verb" is a broader and less limiting term. As Bolinger (1971) says: "'Phrasal verb' avoids . . . [the issue of how closely the verb and the particle are related], does not exclude phrases of more than two words (as 'two-word verb' does), and is comfortable" (p. 3).

Phrasal verbs (PVs) are most often found in informal and spoken English. Celce-Murcia and Larsen-Freeman (1983) say that PVs "are a highly productive lexical category in English" (p. 266). Bolinger (1971) states that PVs represent the "outpouring of lexical creativeness that surpasses anything else in our language" (p. xi) and that they serve as "a floodgate of metaphor" (p. xii). Not only do they increase the quantity of English verbs, ". . . next to noun + noun combinations - [PVs are] probably the most prolific source of nouns in English" (p. xiii).

PVs have their origins in prefixed verbs from the Anglo Saxons in the 9th century. From that time through the 16th century, the prefixes, according to Meyer (1975), gradually shifted to a "loose" suffix, which is now the particle today. Meyer also states that

This development sets English apart from other Indo-European languages . . . [which] still maintain in their modern descendants a liking for prefixation as a means of giving semantic variation to verbal root words. But English took a different turn. It developed a flexible and very productive pattern of loose suffixation" (p. 6).

Cowie and Mackin (1975) continue this idea: PVs "are among the most characteristically 'English' elements in the general vocabulary" (p. vi).

PVs are not the same as verbs + prepositions, however. The function of the particle is quite different from that of a preposition. Several methods have been developed for testing whether a preposition is, in fact, a preposition when it joins with a verb or whether it becomes a particle. Bolinger (1971), for example, lists nine tests. However, three tests demonstrated by Celce-Murcia and Larsen-Freeman (1983) are the most direct and least cumbersome.

To illustrate these tests, "ask" will be used with "for" and "out." Although both "for" and "out" appear to be potential particles, one is actually a preposition. In the first test the "particle" is fronted in a wh-question. If the resulting sentence is grammatically correct, the "particle" is, in fact, a preposition:

1. Suzy asked for a car.
For what did Suzy ask?

 Kurt asked out the girl.
 *Out whom did Kurt ask?

In the second test the "particle" is fronted in a relative clause. Again, if the resulting sentence is grammatically correct, the "particle" is a preposition:

2. The car for which Suzy asked was a red Porsche.
 *The girl out whom Kurt asked was a friend of his.

In the third test an adverb is placed between the verb and the "particle." If the resulting sentence is grammatically correct, the "particle" is again a preposition:

3. Suzy asked often for a car.

*Kurt asked often out the girl.

As can be seen, sentences with "ask out" proved ungrammatical in all three tests. "Out" is, therefore, a particle and "ask out" is a PV. On the other hand, "ask for" is a verb + preposition, where "for" is functioning as a preposition only.

Celce-Murcia and Larsen-Freeman (1983) note that all three tests are valid, but that the first two are the "most reliable" (p. 269). English speakers vary considerably in their acceptance of the adverb between a verb and a particle, a fact which reduces the reliability of the third test.

Danielson and Porter (1990) also add a test of stress in the spoken form of PVs versus verbs + prepositions. According to their analysis, which is also supported by Meyer (1975), the particle in a PV receives heavier stress than the verb, whereas, in the verb + preposition, the verb receives heavier stress. Thus if the following sentences were spoken, they would be stressed in the following way:

4. Suzy **asked** for a car.

Kurt asked **out** the girl.

As far as syntactical properties, PVs are similar to regular verbs. They can be either transitive or intransitive. Within the category of transitive, however, some PVs have special properties of being able to be separated from their objects. For example, "put off" is a transitive verb in the following sentence:

Kristy doesn't like to put off her homework.

However, this sentence can also be written this way:

Kristy doesn't like to put her homework off.

The object can also be replaced by a pronoun. In this case, the object must separate the verb and particle:

Kristy doesn't like to put it off.

*Kristy doesn't like to put off it.

An example of an intransitive PV is "run out":

Matthew thought he had more computer paper, but he had run out.

Hall (1982) states that intransitive PVs can be "followed by a preposition which . . . in effect, makes the [PVs] transitive" (p. 5). An example of this is

Matthew ran out of computer paper.

where computer paper seems to be the object of the PV "run out of."

However, Celce-Murcia and Larsen-Freeman (1983) classify these as PVs that require specific prepositions. Using the four tests illustrated earlier, "of" seems to be less easy to classify as either a particle or a preposition:

1. ?Of what did Matthew run out?
 *Out of what did Matthew run?
 (These seem to imply a different meaning.)
2. The computer paper of which Matthew ran out is available at the bookstore.
 *The computer paper out of which Matthew ran is available at the bookstore.
3. ?Matthew ran out often of computer paper.
 *Matthew ran often out of computer paper.
4. *Matthew ran out **of** computer paper.
 Matthew ran **out** of computer paper.

Because of this type of ambiguity, Celce-Murcia and Larsen-Freeman advocate that students learn PVs + prepositions as a unit like other verbs + prepositions.

This last point brings up a consideration about whether PVs themselves should be learned as a unit, or as separate parts (i.e., a verb and a particle). To see how PVs are being taught in textbooks, six current grammar texts were surveyed: Understanding and Using English Grammar (Azar, 1981), Using English: Your Second Language (Danielson and Porter, 1990), Functions of English Grammar 2 (Holschuh, 1991), Understanding American Sentences (Kapili and Kapili, 1985), and Grammar with a Purpose (Knepler, 1990). Of these, only Understanding American Sentences contained exercises with blanks for the whole PV and not the verb followed by a blank for the particle, suggesting that PVs are almost always taught as separate parts.

Side (1990) advocates an approach to learning PVs according to the particle. He feels that "the main communicative function" of many verbs "is carried by the particle" (p. 146), and that students can get "distracted by the verb . . . when trying to define the particle" (p. 147). Side developed a sample listing of a few particles intended to help students determine which particle to use with a particular verb to indicate a particular meaning. Other authors have attempted to exhaustively define particles as well. Meyer (1975) seems to agree with Side about learning particle meanings. In his dictionary of phrasal verbs, he included a listing of various meanings of seventeen particles used in phrasal verbs (e.g., "up" has seventeen meanings). Hill (1968), although not fully agreeing with Side and Meyer, devoted his entire book (403 pages) to explaining the meanings of prepositions and adverbs (e.g., "up" used as a particle has over one hundred meanings).

One possible rationale for learning the meanings of particles and following the format of the textbooks is that there are thousands of PVs in the English lexicon. Being able to decipher the less idiomatic PVs by knowing the various meanings of the particles might reduce the list needed to be learned. However, there are multiple meanings for each particle cited by Side, Hill, and Meyer and some are contextually particular. Therefore, the learning effort may not be greatly reduced.

Another difficulty with focusing on the particle is that PVs are often idiomatic. Many PVs have particles whose meanings are quite difficult to decipher. Such idioms, Hill himself concedes, "for teaching purposes might well be introduced as variations of the verb concerned rather than functions of the particles" (p. vii).

Even if one does focus on the particles, their meanings are not static. Meyer (1975) notes that the meanings of particles have changed over time:

It is this gradual acquisition of new meanings for the second elements [particles] that has made the two-word verb [PV] so much of a problem for non-native speakers of English. Even native speakers have trouble in explaining many of our commonest everyday expressions using two-word verbs [PVs] to non-native speakers (p. 7).

The above difficulties lend support to learning PVs as a unit. A rationale for learning PVs as a unit is Celce-Murcia and Larsen-Freeman's opinion that learning PVs + prepositions should be taught as a unit. It may be argued, as well, that PVs themselves should be learned as a unit. This may require a similar amount of learning as learning all the meanings of the particles (which, as stated above, can be very numerous).

Part of the problem of learning PVs can be attributed to the non-literal and idiomatic quality of many PVs. Another problem, due to the idiomatic

nature of PVs, is that new PVs are continually being formed. Celce-Murcia and Larsen-Freeman (1983) state,

"... we have no way of knowing in advance exactly which verb will join with which particle to form a new phrasal verb. Furthermore, there is also a certain unpredictability as to what the meaning of a new phrasal verb will be since so many of them are used idiomatically" (p. 266).

Whether a PV is learned as a unit or as discrete parts, still another problem for ESL learners is the seemingly random property of transitive PVs to be either separable or inseparable. Celce-Murcia and Larsen-Freeman again state, "To our knowledge, there is no general rule or principle that would help us determine *a priori* which phrasal verbs are separable and which are inseparable" (p. 268).

To determine how well some non-native speakers had acquired PVs, Cornell (1985) conducted a study with 67 university EFL students in Germany. All students "had completed between four and ten semesters of English at university level" (p. 271). The questions on his test were like the following:

It's not true - he just invented the story. It's not true - he just made _____ the story (p. 271).

Cornell found that this test format "has the advantage of being easily understood by the student; it is also noteworthy for eliciting particularly prompt and accurate responses from native speakers, which would seem to indicate its validity" (p. 271).

The results of his study indicated "widespread ignorance" (p. 271) of the meanings of phrasal verbs and showed "that the learning of phrasal verbs at school and university is generally not very successful" (p. 273). He cited one problem as being the students having had "limited contact with

phrasal verbs" because they had "been exposed to such a bookish form of the language" (p. 273).

These results seem to indicate the need for a different approach to teaching PVs. The study in this thesis pursued a less "bookish" approach -- using authentic materials.

CHAPTER 3. METHOD

This chapter discusses three aspects of the study: the subjects, the instrumentation, and the procedure.

Subjects

The sixteen subjects of the study were members of one of Iowa State University's English 101B courses. English 101B is an ESL composition and grammar course for graduate and undergraduate students who have passed the Test of English as a Foreign Language (TOEFL) with at least a score of 500, but whose English writing skills are not strong enough to pass ISU's English Placement Test. Undergraduates who take and pass English 101B go on to take 101C, an ESL composition course for undergraduates, and then English 104 and 105, the composition classes required for all ISU undergraduate students. Graduate students who take and pass 101B will take 101D, an ESL composition class for graduates, and then will not be required to take any more English classes. All these students are enrolled with native speakers (NSs) of English in other classes that are related to their fields of study. The research in this study was approved by the Iowa State University Human Subjects Research Committee.

Instrumentation

Phrasal verb selection

In order to have a manageable set of PVs for this study, a total of thirty phrasal verbs were chosen. Two subsets of fifteen were used for each

approach -- the textbook (TB) approach and the authentic materials (AM) approach. The assumption throughout this study was that PVs are indeed better learned as a unit, and all testing and presenting of PVs was done in this way.

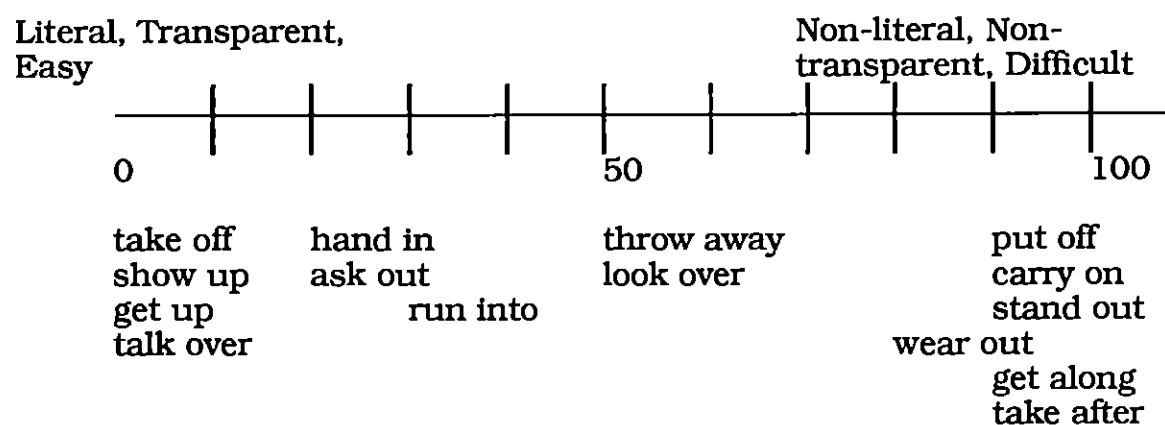
The fifteen PVs to be used in the AM approach were those actually found in newspapers and song lyrics. After these were selected, they were divided into grammatical categories: intransitive -- characterized inseparable because they do not have an object and therefore cannot be separated (I/I), transitive -- separable (T/S), and transitive -- inseparable (T/I) (abbreviations suggested by Hall, 1982). Then, from glossaries from The Functions of English Grammar 2 and Understanding and Using English Grammar, fifteen PVs that fit into the same grammatical categories were chosen for the TB approach. This list used follows in Table 1.

Table 1. List of phrasal verbs included in the study

TEXTBOOK APPROACH		AUTHENTIC MATERIALS APPROACH	
Phrasal Verb	Grammar Category	Phrasal Verb	Grammar Category
carry on	I/I	be back	I/I
get along	I/I	blow up	I/I
get up	I/I	come in	I/I
show up	I/I	go down	I/I
stand out	I/I	run out	I/I
take off	I/I	stock up	I/I
ask out	T/S	add up	T/S
hand in	T/S	figure out	T/S
look over	T/S	give up	T/S
put off	T/S	let down	T/S
talk over	T/S	start out	T/S
throw away	T/S	take back	T/S
wear out	T/S	turn back	T/S
run into	T/I	be over	T/I
take after	T/I	get over	T/I

The next step was to determine if the PVs chosen for the two approaches were at about the same level of difficulty. For this step, a continuum of perceived difficulty for each set of PVs was devised based on the researcher's intuitions. The continua of perceived difficulty are shown in Figure 1. The range for each continuum was a score of zero to one hundred, based on the degree to which the meaning of the PV was literal

Textbook Phrasal Verbs



Authentic Phrasal Verbs

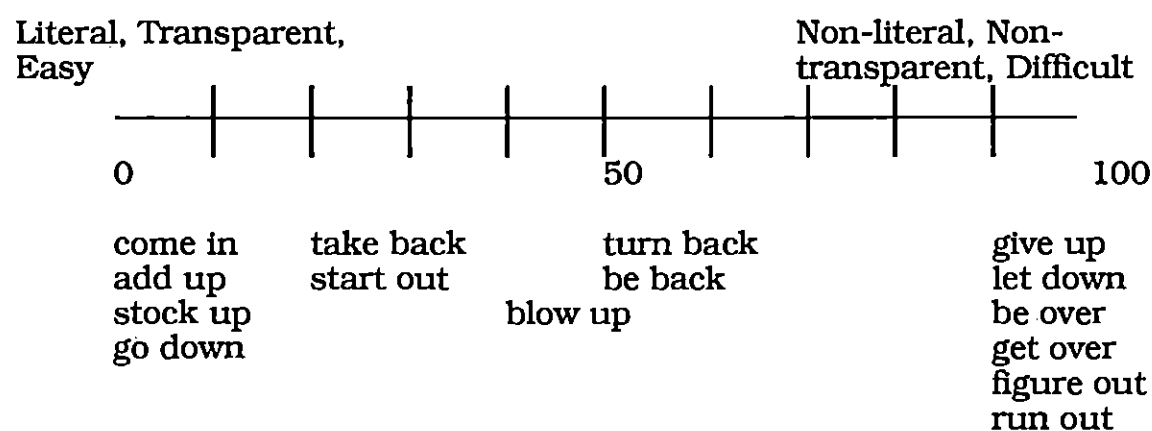


Figure 1. Continua of perceived difficulty

and transparent, and therefore, easy to decipher. PVs at the zero endpoint of the scale were judged to be the easiest PVs to figure out. PVs at the one hundred endpoint were judged to be the most difficult because they seemed to be the most idiomatic and hardest to decipher.

The position of the PVs on the continua were then checked with the results of pilot tests with non-native speakers (NNSs) in the highest grammar classes of ISU's Intensive English and Orientation Program (IEOP). These students were chosen because they closely matched the English proficiency levels of the 101B students. A total of twenty-eight students took the test. The pilot test scores were used to verify the difficulty ratings. As a result, "blow up" was moved to the medium difficulty range from the easy range. Because all the pilot test subjects got every question with "call up" (from the TB approach) correct, it was too easy and was replaced by "talk over." The rest of the PVs seemed to be in about the right place on the continua.

Test development

Four tests were used in this study: a pre-test, two post-tests, and a post-post-test. The pre-test was designed to determine prior knowledge of all thirty PVs and to serve as a basis for measuring improvement. Two post-tests were developed, one for each approach. The post-tests were designed to test the knowledge gained from each particular approach and tested only PVs that were taught in that approach. They were given immediately after the teaching of the corresponding approach to reduce any effect of "the last thing learned is the most remembered." The post-post-test, like the pre-test,

included all 30 PVs and was designed to measure knowledge that was retained over a period of approximately two to two and a half weeks.

All parts of the PV tests were pilot-tested to make sure the questions and synonyms were as clear as possible. The four forms of the test (one pre-test, two post-tests, and one post-post-test) were first pilot-tested with NSs in order to ensure that the test questions were clear and there were no really bad questions. Also, the test should have been fairly easy for NSs, as Cornell (1985) had stated, so if there were difficult questions for NSs, the questions would have to be revised. The NSs also pointed out confusing wording and made suggestions for improving the format. After feedback was received from the NSs on content and form, the test was revised and given to the IEOP NNSs for further piloting, as described above.

On the basis of the pilot test results, several changes were made: as mentioned above, "call up" was replaced by "talk over" because every student answered all the questions with "call up" correctly. Several questions were reworded and some of the synonyms and definitions were revised because of these students' feedback. In addition, "save up" was replaced by "show up" because closer inspection revealed that the questions were not consistently I/I with "save up."

To help yield interpretable results, the test format was very similar for all tests. Each test was made up of three measures: the first tested knowledge of the meaning of PVs, the second tested knowledge of PV syntax, and the third tested a combination of meaning and syntax by requiring students to write their own sentences.

The format of the meaning part of the tests (Parts I - III on the pre-test and post-post-test, and Parts I - II on the post-tests) was based on the test used by Cornell (1985). The following are examples:

1. Gary departed from my house at about 9 p.m. Gary _____
from my house at about 9 p.m.
2. Nancy depleted her supply of bread, so she had to go to the store.
Nancy _____ of bread, so she had to go to the store.
3. If I can recycle it, I won't discard it. If I can recycle it, I won't
_____ it _____.

There are three major differences between Cornell's test and the format used in this study, however. First, the tests used in this study required the students to fill in the whole PV, rather than to identify only the appropriate particle. The reason for this was discussed in Chapter 2.

Second, the verb or verb phrase in the first sentence for which the phrasal verb was substituted in the second sentence was underlined. This was to avoid any confusion on the students' parts as to which verb or verb phrase was the focus.

Third, the students were given a choice of PVs to fill in the blanks on the pre-test and the post-post-test. This was done to ensure that only the intended PVs would be used to answer the questions. On these two tests, there were always twelve PVs offered for every ten blanks to fill in order to limit lucky guessing from the process of elimination that would lead to correct answers. The two post-tests did not give the PVs to choose from because all fifteen PVs for each post-test had been discussed in the same class period as the test was given. Students were instructed to use only those PVs discussed in class. All the tests contained the same verb or verb phrase used as a synonym or definition, but not the same context or

necessarily the same verb tense. For example, the following three sentences were used for the PV "stand out":

1. Andrew naturally is noticeable because of his bright red hair.
2. Jane had such a ridiculous outfit on, that she was noticeable in the crowd.
3. She has so many talents that she is noticeable.

The format of the syntactic part included grammatical judgment questions. Grammatical judgments (Part IV on the pre-test and post-post-test, and Part III on the post-tests) have been used by many other researchers (e.g., Johnson and Newport, 1989; Schachter, 1990; and Schachter and Yip, 1990) to gain insight into the students' knowledge of grammatical constructions. Schachter (1990) stated that "for non-native subjects, it is appropriate to query whether or not they have such knowledge [ability to make grammatical judgments]" (p. 381). Although some researchers have expressed criticism (Birdsong, 1988; and Ellis, 1991), they agree that there is potential in grammaticality judgments for tapping implicit knowledge of grammar.

One difficulty that Birdsong brought out was that a standard from which to evaluate a judgment is not always easy to define. Although native speakers are not always consistent in their judgments, Ludwig (1982) stated, "Native speakers' competence in their language enables them not only to interpret but also distinguish between acceptable and unacceptable communications" (p. 277). Therefore, in order to establish a standard for this study, the grammatical judgment statements were pilot-tested with twenty NSs to validate the judgments of the researcher. The results showed very high agreement among responses as to whether the statements were grammatical or not, and therefore, the researcher's judgments were used as

a standard for evaluating the subjects' judgments. The subjects had only two choices for each statement: grammatically correct or not grammatically correct.

The judgment section contained ten questions, contrived to test the students' understanding of the syntactic properties of T/S and T/I PVs. The limit of ten judgment questions was imposed because of time constraints, as well as test-taker weariness. Of the ten PVs chosen for the pre-test and post-post-test, five were from the AM and five from the TB. On each post-test, the five PVs for each approach were used twice to make ten questions so this section would contain the same number of questions as the grammatical judgment sections on the other two tests. Five of these questions were repeated verbatim from the pre-test and five questions were new. The following are examples of how the same verb was used on different tests:

1. Pedro puts off them as long as possible. (pre-test)
2. Pedro puts them off as long as possible. (TB post-test)
3. Pedro puts his assignments off as long as possible. (post-post-test)

Only the five new judgment questions were scored, so that the number scored for each approach on the post-test would be the same as the number for that approach on the pre-test and the post-post-test. Of the five PVs selected for each approach, two were T/I, and three were T/S. The PVs were selected because they were rated relatively difficult on the continua of perceived difficulty.

The sentence generation part (Part V on the pre-test and post-post-test, and Part IV on the post-tests) required students to compose their own sentences using a set of six PVs correctly. The pre-test and post-post-test

had all six, while the post-test only had the three from the approach being tested. The set of six contained three AM PVs, and three TB PVs. These were chosen because they represented all three grammar categories, they were on the more difficult end of the continua of perceived difficulty, and the T/S PVs were not included in the judgment section. The T/I PVs had to be repeated because there were only two T/Is for each approach, and they were all used in the judgment section. This part of the test was given after the previous parts of the test were completed and handed in to ensure that the students would create their own sentences and not copy any from elsewhere on the test.

Copies of all the testing instruments are in Appendix A.

Procedure

The teaching and testing of the PVs took five-and-a-half class periods. The subjects were not told about the study until after it had been completed in order to prevent subjects from behaving differently because they were a part of a research study. Class periods were conducted as usual, without any special treatment, and lasted about fifty minutes. Similar lesson plans were piloted with another 101B course in the semester prior to the study to determine if the lessons were possible and how much time they would take. The first class period was devoted to the pre-test and an introduction to PVs. This introduction defined PVs, discussed their syntax, and contrasted PVs with verbs + prepositions. Figure 2 shows how the syntax was explained.

The next three class periods (Classes 2 through 4) were audiotaped to

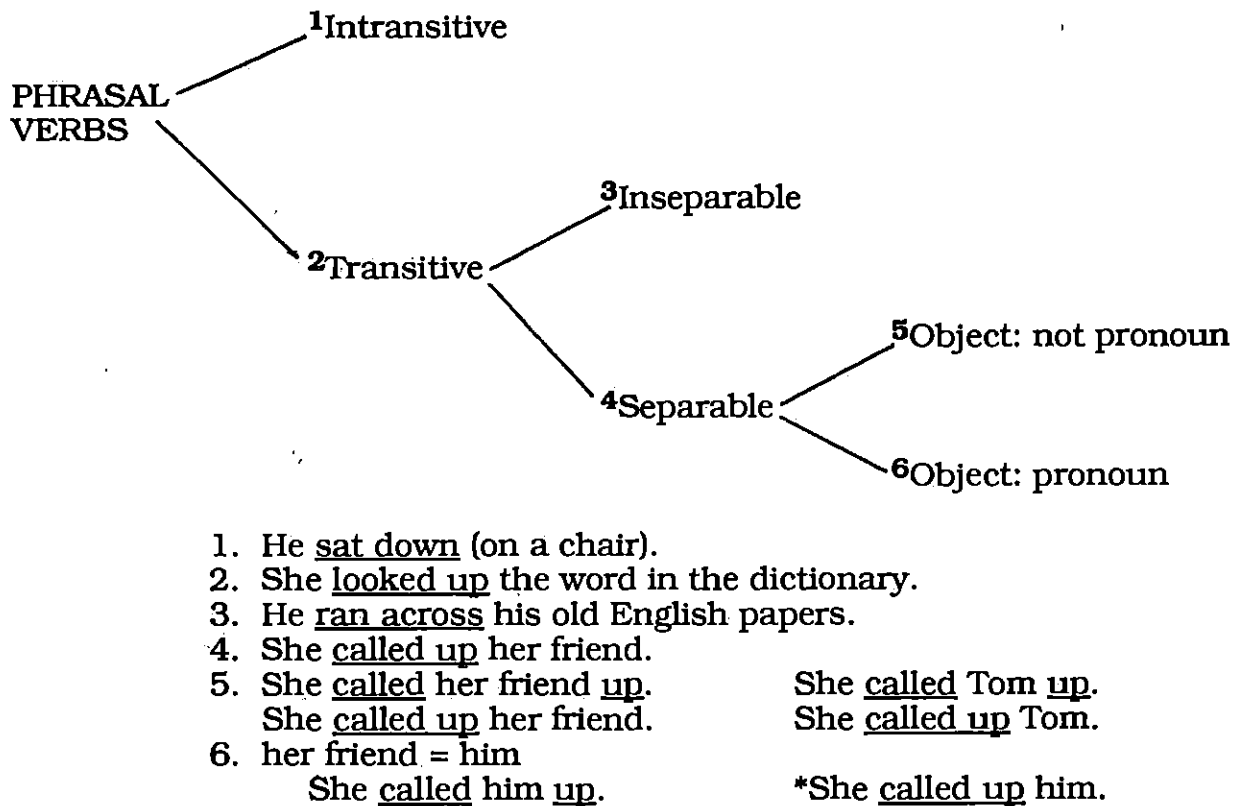


Figure 2. Syntax flow chart for phrasal verbs

provide a record of what actually happened in class. The final class period was not recorded due to a malfunction in the recording equipment.

The second and third class periods were devoted to the TB approach. This approach was taught first because it was already familiar to the students and would probably not affect any future learning, whereas the AM approach was probably new to the students and might have affected the results of the TB test. For example, if the students had been taught with the AM approach first, they might have found the TB approach to be boring, and might not have focused on learning the TB PVs. This could have

caused lower scores on the TB post-test and post-post-test. TB exercises were developed using the fifteen focus PVs, and were based on actual exercises from three different textbooks. The only major change was that the PV was emphasized as a unit rather than a verb + particle.

Students worked through the TB exercises in pairs for about twenty-seven minutes in Class 2. After that, the answers were shown on a transparency and were discussed as a class. For the last exercise, where the students wrote answers to questions provided, all three possibilities for answers using T/S PVs were discussed (e.g., "look over the paper," "look the paper over," and "look it over"). Next the syntax of the PVs was discussed. Questions like "Is 'take off' intransitive or transitive?" "Why don't some of the PVs in the first exercise have objects?" and "Are there any examples in the exercises that indicate if a PV is separable or inseparable?" were posed. For homework, the students were asked to write a sentence for each PV. They were also assigned a PV for which they were to write a sentence on a transparency to show in the following class.

During Class 3, the students' sentences were shown and discussed for about twenty-three minutes. Students were asked questions about each sentence on the transparencies: "What is the PV in this sentence?" "Does the sentence make sense?" "Is there anything you would change?" "Is there an object for the PV?" and "Do you think the PV is separable or inseparable?" The post-test for the fifteen TB PVs was given at the end of this class. The schedule for these two class periods and the exercises are shown in Appendices B and C.

The fourth and fifth class periods were devoted to the AM approach. Exercises were developed based on a medley of three songs and worksheets with newspaper advertisements and cartoons.

During Class 4, the students listened to a PV medley made up of three songs. The students worked in pairs for about twenty-three minutes to find the PVs (there were six of them) in the lyrics, which were written on a handout. Then the students tried to guess the meanings and grammatical categories of the PVs. During the discussion in pairs, many students asked questions about the meaning of other words in the lyrics besides the PVs. Many of the lyrics used metaphors and were difficult to understand without further explanations.

The meanings and syntax of the PVs were then discussed as a class. Questions such as "What PVs were in the first song?" "What do you think 'turn back' means?" "Do you think 'get over' is intransitive or transitive?" and "Do you think it is separable or inseparable?" were posed. For homework, the students were given a handout with comic strips and advertisements, which contained nine more PVs. They were told to find the PVs, and determine their meanings and grammatical categories.

At the beginning of Class 5, the students reviewed the six PVs from the previous class period. Then they worked on filling out a chart of grammar categories on the blackboard for the PVs from the handout. As they discussed the meanings of the PVs, they put them in the correct grammar category. Some time was then spent explaining the meaning of the cartoons. The students, for the most part, did not understand the humor in the cartoons until it was explained to them. The post-test was

given at the end of Class 5. The schedule for these two class periods and the exercises are shown in Appendices B and C.

There were three main differences in the manner that the two approaches were taught. The biggest difference was the contexts from which the PVs were taught. In the TB approach, the PVs appeared in isolated and contrived contexts. In the AM approach, the PVs appeared in authentic contexts. Another difference was the number of contexts provided. The students encountered the TB PVs four different times, while they encountered each AM PV only once because of the amount of time involved in doing AM exercises versus TB exercises. The third difference was that, for the TB exercises, the students were given the meanings of the PVs, while for the AM PVs, they had to figure the meanings out.

The activities were conducted in a similar manner. In each approach, the students worked in pairs, the meaning and grammar for all the PVs were discussed, the students were encouraged to figure out the grammar for themselves, and all PVs were reviewed on the same day as the post-test.

The final half class period was used for the post-post-test to determine if the students had retained their knowledge after an interval of two to two and a half weeks. As an additional follow-up, the students filled out questionnaires about their impressions of how learning occurred, and which approach they preferred. The questionnaire is shown in Appendix D.

CHAPTER 4. RESULTS AND DISCUSSION

In this chapter, results are presented and discussed from four aspects of the study: the meaning results, the grammatical judgment results, the sentence writing results, and the questionnaire results. All computer analyses reported below were carried out using SPSS, releases 4 and 4.1.

Meaning Results

Overall test scores

The overall scores of the meaning part of the pre-test were quite high: 12.25 out of 15 for the TB approach and 12.06 out of 15 for the AM approach. For both approaches, there were increases in the mean scores from the pre-test to the post-test and from the pre-test to the post-post-test. The mean scores and standard deviations for the tests are shown in Table 2. The number of subjects for the post-post-test was fifteen instead of sixteen because one student did not take it.

Table 2. Mean scores on the meaning section

Approach	Pre-test (n=16)		Post-test (n=16)		Post-post-test(n=15)	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Textbook	12.25	2.15	14.00	1.55	14.80	.414
Authentic Materials	12.06	1.61	13.25	1.81	14.67	1.05

For analyzing the test scores, paired t-tests were done on the mean and gain scores within approaches, and a multiple analysis of variance was done on the gain scores with respect to approach and time intervals.

Tables 3 and 4 show the results of t-tests for comparing the means for the different tests within each approach. The differences in means show that for each approach there was a significant improvement over time. Both approaches seem to have contributed to improvement in scores on their respective tests.

Table 3. Comparison of pre-test and post-test scores within approaches for the meaning section

Approach n=16	Pre-test Mean	Post-test Mean	Std. Dev. for Pairs	t-value	Probability
Textbook	12.25	14.00	.39	4.49	.001
Authentic Materials	12.06	13.25	.53	2.25	.05

Table 4. Comparison of pre-test and post-post-test scores within approaches for the meaning section

Approach n=15	Pre-test Mean	Post-post- test Mean	Std. Dev. for Pairs	t-value	Probability
Textbook	12.13	14.80	.56	4.77	.001
Authentic Materials	12.07	14.67	.39	6.82	.001

Tables 5 and 6 show the results of paired t-tests comparing the gain scores for the two approaches. The gain scores relate to the difference in mean scores for the two tests: either the difference from the post-test to the pre-test, or the post-post-test to the pre-test.

Table 5. Gain score means from the pre-test to the post-test

Approach n=16	Mean Gain Score	Std. Dev. for Pairs	t-value	Probability
Textbook	1.75	2.45	.92	.373
Authentic Materials	1.19			

Table 6. Gain score means from the pre-test to the post-post-test

Approach n=15	Mean Gain Score	Std. Dev. for Pairs	t-value	Probability
Textbook	2.67	2.28	.11	.912
Authentic Materials	2.60			

These tables show a slight difference on the gain scores between the pre-test and post-test for the two approaches, indicating that directly after the approach had been taught, the subjects increased their scores on the TB test more than on the AM test. The difference is not statistically significant, so the implication that the TB approach was more effective cannot be strongly supported. By the post-post-test, the gain scores are almost identical for the two approaches.

Reservations about using gain scores to analyze data have been expressed by Linn and Slinde (1977). They stated that using gain scores "tends to conceal conceptual difficulties and they can give misleading results" (p. 147). However, they qualify this statement by saying,

The former tendency is apparent when change scores are used to compare preexisting groups, which tends to conceal the arbitrariness of this particular form of adjustment. The latter tendency is apparent where various standardized test scales, such as grade equivalents or percentile ranks, are used to assess gains of different groups of students (p. 147).

Since all the comparisons in this study are within one group, these reservations may be minimal.

Correlations of the gain scores for each approach with the pre-test scores were calculated to determine the relationship between the pre-test scores and the gain scores. Common variance, which gives the percentage of overlap indicating how much of the gain is accounted for by the pre-test, was also calculated. The correlations and common variance results are shown in Table 7.

The correlations are negative and fairly high showing that, as might be expected, students with low pre-test scores tended to show the most

Table 7. Correlation and common variance of gain scores from the pre-test to the post-test compared with pre-test scores

Approach	Correlation	Common Variance
Textbook	-.6927**	.4798
Authentic Materials	-.5654*	.3197

* significance level of .05, ** significance level of .01

improvement on the post-tests. Linn and Slinde (1977) stated that "an implication of the negative correlation between D [gain score] and X [pre-test score] is that large positive Ds are more likely to be observed for persons with low X scores, whereas persons with high X scores would have large positive Ds only rarely" (p. 122). A negative correlation could be a problem with using gain scores. Linn and Slinde state ". . . if individuals with high D scores are to be selected, there will be an overrepresentation of people with low X scores as an artifact due to the negative correlation between D and X" (pp. 122-3). However, this concern is not applicable to this study. First, scores for all subjects were used, not just the ones with high gain scores. Second, the pre-test mean scores were similar for both approaches, which suggests that the effects of low pre-test scores and high gain scores were similar for the two approaches and probably canceled each other out. Similar negative correlations were found on the grammatical judgment and sentence writing sections, and because of the reasons elaborated upon here, they were not felt to be a matter of concern.

Because the paired t-tests compare gain scores for repeated measures and different approaches at the same time, a second analysis, a multiple analysis of variance (MANOVA), was performed on the data. This analysis takes into account the fact that there are repeated measures of results and separates the repeated measure factor (time) and the different approaches. Tables 8 and 9 show the MANOVA results of the two factors based on the pre-test to post-test and the pre-test to post-post-test scores.

The time factor shows a significant overall difference from the pre-test to the post-test and from the pre-test to the post-post-test, respectively,

Table 8. MANOVA analysis of differences in meaning scores from the pre-test to the post-test

n = 16	Sum of Squares	Degrees of Freedom	Mean Squares	F-Value	Sig. of F
Time	34.52	1	34.52	17.12	.001
Error	30.23	15	2.02		
Approaches	3.52	1	3.52	1.38	.259
Error	38.23	15	2.55		
Times and Approaches	1.27	1	1.27	.84	.373
Error	22.48	15	1.50		

Table 9. MANOVA analysis of differences in meaning scores from the pre-test to the post-post-test

n = 15	Sum of Squares	Degrees of Freedom	Mean Squares	F-Value	Sig. of F
Time	104.02	1	104.02	53.47	.000
Error	27.23	14	1.95		
Approaches	.15	1	.15	.17	.683
Error	12.1	14	.86		
Times and Approaches	.02	1	.02	.01	.912
Error	18.23	14	1.30		

without respect to approach. This indicates that the improvement over time was not by chance, but was due to the fact that the PVs had been taught. This improvement was significant, corroborating results of the t-tests in Tables 3 and 4.

The approach factor shows no significant difference in effectiveness between the two approaches. Therefore, neither is necessarily better. This also corroborates the t-tests in Tables 5 and 6.

The interaction of time and approaches shows no significant difference, but the F-value is interesting in both comparisons. Since F is less than 1 and very near zero, it suggests that a bigger sample size would not have yielded a difference in the results. It also indicates that there is no marginal approach effect so the tests for both approaches apparently tested the same thing. This seems to indicate, then, that both approaches yielded improved test scores, but neither approach was necessarily better.

Phrasal verb scores

As indicated in Chapter 3, PVs were matched across approaches according to their estimated difficulty, based on their placement on the continua of difficulty, for ESL students. In this section, the validity of the estimates for the PVs -- as a whole set for each approach and individually -- was evaluated. This was done by calculating the percentage of correct uses of the PVs, based on the total number of uses. For the whole set, an overall score from the pre-test was calculated for each approach by adding the number of times all the PVs were used correctly and dividing that value by the total number of times the PVs were used. If a student used a PV twice on the same test, it was counted twice. Table 10 shows the comparison of overall PV scores. The results show that the percentage correct for the total set of PVs was very close, indicating that the sets were similar in difficulty.

For the individual PV scores, the calculation was similar to the overall

Table 10. Number of correct uses of PVs compared to number of uses

Approach	Pre-test Number Correct out of Times Used	Percentage
Textbook	196/231	.85
Authentic Materials	193/233	.83

score calculation, but it was done for each PV. Again, if a student used a PV twice, it was counted twice in the number of times used. Based on the percentage correct scores, the PVs were then ranked from the highest score (and therefore the easiest) to the lowest score (the most difficult). When two or more PVs tied in rank, the numbers corresponding to their positions on the ranked list (e.g., 1, 2, 3, and 4) were added and divided by the number of PVs in the tie (e.g., $10/4 = 2.5$). The resulting average was used for the rank number. Table 11 shows the rank orders according to the estimated and actual results, which shows that the continuum of perceived difficulty for each verb was not quite as close an approximation to reality as the whole set scores.

Using the Spearman rank correlation coefficient (Mendenhall, 1975), the information in Table 12 was derived. The formula for the Spearman rank correlation is

$$r_s = \frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][(n)(\sum y^2) - (\sum y)^2]}}$$

Since the magnitudes of the rank correlation coefficients are quite small, a minimal relationship seems to exist between the estimated ranks

Table 11. Rank order comparisons of PVs from easiest to hardest

Textbook Approach				Authentic Materials Approach			
Phrasal Verb	Est. Rank	Actual Rank	% Correct	Phrasal Verb	Est. Rank	Actual Rank	% Correct
take off	2.5	13.0	.73	come in	2.5	4.0	.94
show up	2.5	14.0	.71	add up	2.5	14.0	.67
get up	2.5	2.5	1.00	stock up	2.5	11.0	.75
talk over	2.5	2.5	1.00	go down	2.5	15.0	.56
hand in	5.5	2.5	1.00	take back	5.5	6.0	.92
ask out	5.5	5.5	.94	start out	5.5	2.0	1.00
run into	7.0	8.0	.87	blow up	7.0	9.0	.84
throw away	8.5	2.5	1.00	turn back	8.5	7.0	.88
look over	8.5	9.0	.80	be back	8.5	2.0	1.00
wear out	10.0	15.0	.50	give up	12.5	13.0	.68
put off	13.0	11.0	.75	let down	12.5	8.0	.87
carry on	13.0	7.0	.93	be over	12.5	2.0	1.00
stand out	13.0	11.0	.75	get over	12.5	12.0	.69
get along	13.0	5.5	.94	figure out	12.5	5.0	.93
take after	13.0	11.0	.75	run out	12.5	10.0	.78

Table 12. Spearman rank correlations between estimated rankings and actual rankings of PV difficulty

App.	$\Sigma (x)(y)$	Σx^2	Σy^2	Σx	Σy	r_s	t-value	Prob.
TB	1019.25	1224.0	1232.5	120	120	.22	3.01	.01*
AM	893.50	1216.5	1238.0	120	120	-.25	-3.47	.01*

x = researcher rank, y = actual rank, r_s = Spearman rank correlation coefficient

and the actual ranks. Further, in the case of the AM rankings, the correlation is negative, which shows the estimated ranks were not very accurate. This may be due to the fact that the estimated PV rankings were based only on literalness. Factors such as frequency with which PVs occur

in English, familiarity to the ESL students, unclear synonyms and subtle differences in meaning on the tests were not considered, and may have caused the discrepancies between the estimated and actual ranks.

PVs like "carry on," "get along," and "figure out" might have been easier than estimated because of their frequency in English, and therefore their familiarity to ESL students, even though they are not literal. A study of frequency might yield helpful information to use in conjunction with the literalness factor.

Synonyms like "travel" for "go down," and subtle differences between PVs like "add up" and "stock up" may have contributed to the students' missing questions for these PVs. The pilot tests seemed to indicate that the synonyms and questions were understandable and clear, but a different group taking the test can interpret the questions differently.

The actual rank for "show up" was high (14 out of 15) indicating that it was a difficult PV, but it had been estimated to be quite easy. Actually, for the question where the required answer was "show up," all the students answered it correctly. The problem came when they used it for "stand out," "run into," and "start out." Apparently, the students knew this PV for one context (We wondered where Artur was, but he finally _____), but were not sure that it could not be used in other contexts (I _____ John in the cafeteria). Where "show up" was misused, it was a distracter PV in the list provided. It seems that students may have been overgeneralizing the usage of a PV they knew, thinking it may be correct in other instances.

The actual rank for "go down" was also high (15 out of 15). Not only was it not used correctly in its sentence (Yili didn't want to _____ to

Florida again), but it was also used for many other PVs ("let down," "talk over," "run out," and "add up"). One of the problems could have been that the synonym was "travel," and this may have been unclear. A better synonym might be "travel south."

The question for "take off" was missed, and therefore had a higher than estimated rank, because it was left blank, or other PVs were used in its place. The two PVs used for "take off" were "run out" and "go down." It is interesting that all are I/I PVs. The synonyms provided were not possible substitutes for each other. However, the incorrect PVs may have been used because they fit syntactically or their verb components indicated departing (i.e., "run" and "go"), which was the synonym for "take off."

The synonyms for "add up" and "stock up" (increase and accumulate, respectively) are similar, however. These were missed most often because they were used in place of each other. The difference in meaning is subtle, but NSs were able to distinguish the difference because of the contexts on the pilot tests. The students may not have taken into account the whole context and just looked at the underlined synonyms.

One of the difficulties in teaching the PVs was to determine an adequate synonym or short definition. Some of these synonyms or short definitions are clear (talk over = discuss) and some are less clear (hand in = give) and may not incorporate the nuances of the PV. Ranking PVs can help a teacher to determine their difficulty, but all the factors that affect the difficulty are not apparent just by looking at a particular PV. Some of the difficulty may also lie in the way PVs are presented in teaching or testing situations.

Grammatical Judgment Results

The grammatical judgments section yielded different results from the meaning results. The questions were scored as either correct or incorrect, with the maximum score for each test according to approach equaling five. Table 13 shows the mean scores and standard deviations for the grammatical judgment section.

Table 13. Mean judgment scores and standard deviations for all tests

Approach	Pre-test (n=16)		Post-test (n=16)		Post-post-test(n=15)	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Textbook	3.50	.73	3.94	.77	4.40	.74
Authentic Materials	4.31	.79	3.75	.78	4.33	.98

Paired t-tests on the differences of means within approaches were run. Tables 14 and 15 show the results. The improvement for the TB approach seems to be attributed to the approach, because of the significant probabilities. The difference in the AM mean scores cannot be interpreted because the probability is greater than .05.

Paired t-tests and a MANOVA were done to compare the gain scores for the two approaches. The t-test results in Tables 16 and 17 show that in both comparisons (pre-tests to post-tests and pre-tests to post-post-tests) the gain scores were significantly different; that is the TB approach seems to have contributed more to improving the scores than the AM approach. The

Table 14. Comparison of pre-test and post-test scores within approaches for the judgment section

Approach n=16	Pre-test Mean	Post-test Mean	Std. Dev. for Pairs	t-value	Probability
Textbook	3.50	3.94	.81	-2.15	.048
Authentic Materials	4.31	3.75	1.15	1.95	.070

Table 15. Comparison of pre-test and post-post-test scores within approaches for the judgment section

Approach n=15	Pre-test Mean	Post-post- test Mean	Std. Dev. for Pairs	t-value	Probability
Textbook	3.53	4.40	.92	-3.67	.003
Authentic Materials	4.27	4.33	.88	-.29	.774

Table 16. Comparison across approaches of judgment gain scores from the pre-test to the post-test

Approach (n=16)	Mean	Std. Dev. for Pairs	t-value	Probability
Textbook	.4375	1.59	2.51	.024
Authentic Materials	-.5625			

Table 17. Comparison across approaches of judgment gain scores from the pre-test to the post-post-test

Approach (n=15)	Mean	Std. Dev. for pairs	t-value	Probability
Textbook	.8667	.862	3.59	.003
Authentic Materials	.0667			

fact that the mean scores for the AM approach were not significant may weaken this conclusion, however.

The MANOVA results were a little different. The results are shown in Tables 18 and 19. For the time factor, only the difference between gain scores represented by a time interval from the pre-test to the post-post-test was significant and the difference between gain scores represented by a time interval from the pre-test to the post-test was not. The approach factor

Table 18 MANOVA analysis of differences in judgment scores from the pre-test to the post-test

n = 16	Sum of Squares	Degrees of Freedom	Mean Squares	F-Value	Sig. of F
Time Error	.06 5.44	1 15	.06 .36	.17	.684
Approaches Error	1.56 6.94	1 15	1.56 .46	3.38	.086
Times and Approaches Error	4.00 9.50	1 15	4.00 .63	6.32	.024

Table 19. MANOVA analysis on differences in judgment scores from the pre-test to the post-post-test

n = 15	Sum of Squares	Degrees of Freedom	Mean Squares	F-Value	Sig. of F
Time	3.27	1	3.27	5.24	.038
Error	8.73	14	.62		
Approaches	1.67	1	1.67	2.80	.116
Error	8.33	14	.60		
Times and Approaches	2.40	1	2.40	12.92	.003
Error	2.60	14	.19		

shows the difference in scores cannot be contributed to the approaches on their own.

Taking into account both time intervals and approaches, the results are significant. This seems to indicate that the approach combined with a time interval does affect gain scores, but how much that effect is attributed to approach cannot be determined.

In terms of grammar categories, subjects seemed to have the most problems in both approaches with T/S PVs where the pronoun was placed after the particle (e.g., They let down him). In terms of AM PVs, subjects often incorrectly judged "hand in it," "start out them," and "let down them" as being correct. The sentence with "hand in" may have been easily misread because "in" and "it" are similar. In fact, 29% of the NSs completing the grammatical judgments in the pilot also marked these as correct, but, since "He handed in it" would not likely be found in NS speech or writing, it seems that these respondents misread the item.

To see if either grammar category was more difficult, without regard to approach, paired t-tests were done using the pre-test to post-test and pre-test to post-post-test gain scores separated according to T/S and T/I. For each comparison, there were percentage gain scores for the six T/S judgments and for the four T/I judgments that were used. The t-test results are shown in Tables 20 and 21.

The difference between the mean gain scores for the two approaches is non-significant. The fact that the T/I mean gain scores were a little lower could be due to fewer T/I judgment questions. Another reason might be

Table 20. Comparison of grammatical category gain score means from the pre-test to the post-test

Grammar Category n=16	Percentage Mean Gain Score	Std. Dev. for Pairs	t-value	Probability
T/I Gain	-.0781	.414	-1.17	.262
T/S Gain	.0425			

Table 21. Comparison of grammatical category gain score means from the pre-test to the post-post-test

Grammar Category n=15	Percentage Mean Gain Score	Std. Dev. for Pairs	t-value	Probability
T/I Gain	.0833	.350	-.32	.750
T/S Gain	.1127			

that the frequency of T/I PVs is smaller in the English language (and in the study sets of PVs) and students may generalize the rules of T/S PVs and apply them to all PVs.

Sentence Writing Results

As a group, the subjects demonstrated that they were fairly good at using the PVs in their own sentences. The sentences were rated on whether the meaning of the PV was correct, and whether the grammatical usage was correct. Each sentence was scored by giving one point for correct meaning of the PV if the sentence was plausible, and one point for correct grammatical use. The possible score for each PV was two, while the total score for each approach was six. Table 22 shows the mean scores and standard deviations for the sentence writing section. Tables 23 and 24 show that the differences in means are significant, indicating that the students learned from both approaches.

Sometimes, the subjects would miss the fill-in-the blank question about a particular PV, but then would use the PV with the correct meaning in their own sentences. It is not clear why this would happen unless the

Table 22. Mean scores on the sentence writing section

Approach	Pre-test (n=16)		Post-test (n=16)		Post-post-test(n=15)	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Textbook	5.06	1.0	5.75	.78	5.80	.41
Authentic Materials	4.06	1.53	5.38	.72	5.33	1.63

Table 23. Comparison of pre-test and post-test scores within approaches for the sentence writing section

Approach n=16	Pre-test Mean	Post-test Mean	Std. Dev. for Pairs	t-value	Probability
Textbook	5.06	5.75	.95	-2.91	.011
Authentic Materials	4.06	5.38	1.30	-4.03	.001

Table 24. Comparison of pre-test and post-post-test scores within approaches for the sentence writing section

Approach n=15	Pre-test Mean	Post-post- test Mean	Std. Dev. for Pairs	t-value	Probability
Textbook	5.13	5.80	.82	-3.16	.007
Authentic Materials	4.20	5.33	1.41	-3.12	.008

subjects knew how to use the PVs communicatively, but not in a fill-in-the-blank test situation. The fill-in-the-blank questions were not natural for the subjects and this may have been a factor affecting the scores on the meaning section.

Paired t-tests were done comparing the gain scores for the two approaches for the sentence writing section of the test. Tables 25 and 26 show the t-test results of the scores for sentence writing results. Again these results are not significant, so no definite conclusions can be drawn.

Table 25. Comparison of sentence writing gain score means across approaches from the pre-test to the post-test for meaning and grammar

Approach n=16	Mean Gain Score	Std. Dev. for Pairs	t-value	Probability
Textbook	.6875	1.59	-1.58	.136
Authentic Materials	1.3125			

Table 26. Comparison of sentence writing gain score means across approaches from the pre-test to the post-post-test for meaning and grammar

Approach n=15	Mean Gain Score	Std. Dev. for Pairs	t-value	Probability
Textbook	.6667	1.73	-1.05	.313
Authentic Materials	1.1333			

Using the MANOVA, Tables 27 and 28 show slightly different results. The time factor indicates the differences between scores were significant, when considering an interval of time between the tests. The approaches factor shows the differences between scores were also significant with respect to the approaches used. This implies that the improvement in scores was due to the approach. Since the gain scores were greater in the AM approach, it can be inferred that the AM approach was better than the

Table 27. MANOVA analysis on differences in sentence writing scores from the pre-test to the post-test

n = 16	Sum of Squares	Degrees of Freedom	Mean Squares	F-Value	Sig. of F
Time	16.00	1	16.00	24.00	.000
Error	10.00	15	.67		
Approaches	7.56	1	7.56	7.86	.013
Error	14.44	15	.96		
Times and Approaches	1.56	1	1.56	2.48	.136
Error	9.44	15	.63		

Table 28. MANOVA analysis on differences in sentence writing scores from the pre-test to the post-post-test

n = 15	Sum of Squares	Degrees of Freedom	Mean Squares	F-Value	Sig. of F
Time	12.15	1	12.15	21.00	.000
Error	8.10	14	.58		
Approaches	7.35	1	7.35	5.17	.039
Error	19.90	14	1.42		
Times and Approaches	.82	1	.82	1.10	.313
Error	10.43	14	.75		

TB approach for the sentence writing section of the test.

When the time interval and approach are considered together, the results are not significant, indicating that the time and approaches contributed to the difference in scores to about the same degree.

Questionnaire Results

Fifteen of the subjects filled out the questionnaire regarding their preferences for either the TB or the AM approach. The results of the questionnaire are listed in Table 29.

Overall, the students indicated that the AM approach was better for teaching PVs and that they liked it better than the TB approach. A "no answer" was recorded above because some students did not choose "yes" or

Table 29. Results of subject questionnaire

Question (n=15)	Number of Responses	Percentage
1. Did you notice a difference in approaches?		
yes	11	.73
no	4	.27
2. Did you feel the TB approach was better for teaching PVs?		
yes	4	.27
no	8	.53
no answer	3	.20
3. Did you feel the AM approach was better for teaching PVs?		
yes	11	.73
no	1	.07
no answer	3	.20
4. Did you like the TB approach better?		
yes	4	.27 a
no	7	.47 a
no answer	4	.27 a
5. Did you like the AM approach better?		
yes	11	.73 a
no	2	.13 a
no answer	2	.13 a

^a These values do not add to 1.00 for their particular question because of rounding

"no." All but one of these students wrote comments to explain their preferences. The four students who chose "yes" for questions 2 and 4 also responded "yes" to questions 3 and 5. Their comments indicated that they felt both approaches were good. One student who answered "no" for 3 and 5 also chose "no" for questions 2 and 4. His comments for questions 2 and 3 were that the two approaches were "almost the same," and for questions 4 and 5 were that they "both are good."

In terms of comments written, no subjects preferred the TB approach. Those students who felt the TB approach was just as good as the AM approach said that both approaches increased the quantity of PVs they now knew. However, of those who had a preference, the AM approach was clearly the choice. Among the students who felt that both approaches were good, the overwhelming response to the AM approach was that it was "more interesting." One subject, although saying that he thought both approaches were good, stated that the AM approach was "fun and increased the interest of learning." Of the students who preferred the AM approach, most often felt that the TB approach was boring: "There is no very interesting things to remember." One student even commented that he liked the AM approach better "because 'Never gonna give you up, never gonna let you down.'"

Other comments in favor of the AM approach included the following:

- "The second method is much interesting. It involves cartoons (funny), songs or advertisements which enlighten us."
- "I don't feel like to read the text. One can learn while entertaining."
- "Because I like music so easy to memorize phrasal verbs without any efforts. It is more efficient than the first method."
- "It is a little better because it is interesting."
- "I can learn more phrasal verb and how to use it. It is more interesting."
- "I think it was more easy to memory."
- "Many phrasal verbs is used in advertisements and comic but I hardly notice. After teaching it, I try to check phrasal verbs in comic."

The last comment is noteworthy. Presumably, before she was exposed to the AMs, she did not notice that PVs existed in comic strips. She was now motivated to look for more on her own. By using AMs in the classroom, she was aware of where to look for other examples of PVs. These examples (cartoons from newspapers) would be easily accessible to her. If she had only been exposed to PVs in TBs, she would not know where to find examples other than those shown in the TBs.

One student did say that he thought combining both approaches would be better than just using one or the other. Another felt that "the two methods are the same important."

The questionnaire results, indicating that students preferred the AM approach to the TB approach, were consistent with the student responses to Melvin and Stout's (1987) "Discover a City" unit. As Melvin and Stout state,

Students who work with authentic materials have an interest in the language that is based on what they know it can do for them. . . Benefits also accrue to teachers who find that they have motivated and goal-oriented students and a curriculum that is stimulating to students and teachers alike (p. 55).

In this study, the students seemed to enjoy the AMs. During the songs in the AM approach, many students tapped their feet and sang along. Also, at the end of that class, the students requested that the phrasal verb medley be played again.

As shown by these responses and those of the questionnaires, the use of AMs is well-received by the students. These results support the use of AMs in the classroom.

CHAPTER 5. CONCLUSIONS

The following section will summarize the answers to the research questions in the introduction. For convenience, they are restated here.

- 1)** Do students acquire the meaning of phrasal verbs and the capacity to use those phrasal verbs through learning with authentic materials?
- 2)** Are students better able to learn phrasal verbs with authentic instruction than with traditional textbook instruction?
- 3)** What approach do the students prefer and why?

In answer to question one, based on the improvement in scores from the pre-test to post-test and pre-test to post-post-test, it can be concluded that students do in fact acquire the meaning of PVs through the use of authentic materials.

For the answer to question two, whether students learn more with the AM approach seems to depend on the kind of knowledge tested. For the meaning section, the results indicated that neither approach was better. For the grammatical judgment section, the statistics indicated that the TB approach was better. For the sentence writing results, the statistics suggested that the AM approach was better.

Question three was answered by the results of the questionnaire. It is evident that students preferred the AM approach and that they were more interested in the activities for the AM approach than the TB approach.

The main conclusion of this study, then, is that students do learn PVs from AMs, and that AMs engage and motivate the students more than the TB exercises. Although the TB approach seemed to enable students to

make more accurate grammatical judgments and the AM approach seemed to enable students to write better sentences, neither approach was clearly better than the other. Therefore, it seems appropriate for teachers to incorporate AMs into their lesson plans. By so doing, students will learn effectively and be motivated.

A second conclusion is that determining the difficulty of PVs for ESL students requires consideration of several factors relating to the PVs themselves and how they are presented in teaching and testing situations. The factors identified in this study are literalness of meaning, frequency of occurrence in English, familiarity to the students, clarity of synonyms presented for the PVs, and subtlety of differences in meaning depending on the context presented.

Possibilities for future studies

Some changes in future studies might possibly yield more definitive results. Although the test design for all the tests was the same to ensure constancy, better tests might have been developed. Changing the format on the post- and post-post-tests might be considered. The format of Cornell's (1985) test was used for all the tests because of its advantages described in Chapter 2, but the format may have been biased toward the TB approach. All the test questions were similar to textbook-type questions. In designing tests, Valette (1977) stated that teachers should be sure that their teaching emphasis parallels their testing emphasis (p. 4). Most of the questions in this study paralleled the TB approach; only the sentence writing questions seemed to parallel the AM approach. All the results presented in this thesis

were based on the assumption that the testing instruments tested the appropriate knowledge; however, this might not have been the case because of a bias toward the TB approach. The students might have done better on the AM PVs if questions were designed to be similar to the AM approach. The fact that the AM approach seemed better in the sentence writing section might be a result of a different testing approach. The sentences were creatively generated and tested a different skill than the other sections. Therefore, a possible change would be to develop a type of test that paralleled each teaching approach. A problem with this strategy, however, would be the difficulty of ensuring that the two tests were equivalent.

Another factor to be considered was that the students were given four different contexts for each PV in the TB approach. In the AM approach, on the other hand, the students were only given one context per PV. The reason for this was to keep the time spent on each approach the same. However, activities in the AM approach took more time than the activities in the TB approach, so the number of contexts presented were fewer. It may be better -- in terms of equity -- to keep the amount of contexts the same rather than the amount of time.

Another context factor to be considered is that in the TB approach, each context was discrete and independent of the other contexts. Students did not need to understand anything but what directly involved the PV. For example, sentences in the TB exercises were like the following:

1. He really _____ because of his unique style. (is noticeable)
2. We had to _____ our trip to Europe. (postpone)

In the AM approach, however, there were contextual influences that did not directly relate to the PVs. For example, PVs in song lyrics were imbedded in

metaphoric contexts: "I'll get over you, I know I will. I'll pretend the ship's not sinking, and I'll tell myself I'm over you" (The King of Wishful Thinking, 1990). Quite a lot of time was spent on cultural explanations. The actual time was hard to quantify because the researcher spent time with the student pairs answering cultural questions as well as PV questions. A certain amount of time (about 5 to 10 minutes each day), however, was spent as a whole class discussing cultural questions after the discussion of PVs was completed. Some of the comic strips, advertisements and song lyrics were incomprehensible to the students before the cultural context was explained. This cultural component added interest to the language learning, but may have detracted from the PV learning.

Another factor to be considered was the small size of the subject group. The group of sixteen was used because the study was conducted with the researcher's own class. Six class periods (two weeks) to conduct the study were a significant amount of time and a lot to ask another teacher to allow the researcher to use. Although efforts were made for the researcher to teach another class, this turned out not to be a possibility. This type of study might be conducted during out-of-class time with volunteers. Or, it might be done with the cooperation of other instructors. Either of these options could be explored. However, as Tables 8 and 9 showed, a larger group would probably not yield significant differences in the two approaches, at least for the meaning section of the tests.

Another change would be to use the pre-test as a discriminating factor for selecting subjects. Only students who score less than 50%, for example, would be used for the study. This would require an initially large number of

subjects. However, it might produce more significant results. Choosing subjects based on lower pre-test scores might allow for potentially higher gain scores. As stated in Chapter 4, the mean scores for the pre-test were higher than one would like.

Another possibility for change on the pre-test would be to not offer PVs to choose from. This would reduce lucky guessing significantly, and would probably make the pre-test more challenging. A negative of this is that an item would be difficult to score if the students used a PV with a similar meaning, but not the target PV.

Characteristics of individual learners were not taken into consideration in this study. Information about the subjects regarding their particular learning styles might have proven helpful in interpreting the results. For example, Abraham (1985) looked at the differences in the success of field-dependent and field-independent ESL learners assigned to deductive and inductive lessons on participle formation. She found that "field-independent subjects performed better with the deductive lesson" while "field-dependent subjects performed better with the example [inductive] lesson" (p. 699). While her study looked at deductive versus inductive approaches, a similar study could be done to determine if these or other characteristics affect performance with either the TB or the AM approaches.

A limitation to designing this study was the fact that good examples of PVs in AMs are a little difficult to find, so they had to be located first. The types of PVs found in AMs then dictated what kind had to be used in the TB approach. This may have been an unnatural process of selection. This

limitation was unavoidable, however, because of the need to balance the two approaches. A way to overcome this might be to have a very large selection of AMs with PVs. If a large number of PVs were included in the pre-test, it would be possible to do a rank-order correlation to determine actual difficulty which could guide the choice of PVs to teach.

Another limitation to this study was the lack of close approximation of the continua of perceived difficulty for each PV. This may have affected the grammatical judgment and sentence writing sections because the selection of PVs for these sections was based on the continua. For the grammatical judgment section, the pre-test mean for the TB questions was lower than the mean for the AM questions; for the sentence writing section, the pre-test mean for the AM questions was lower than the mean for the TB questions. The lower means might indicate that those particular questions were more difficult. A better estimate of PV difficulty might make the sections more equitable.

Although the grammatical judgment and sentence writing sections did not contribute many items on this study's tests, another whole study could be devoted to either of these two testing methods and what they reveal about students' knowledge of PVs. A study of this type might focus only on learning the syntax and not on learning the meanings of PVs. As mentioned earlier, tests could be developed to better match the approach taught.

Regardless of limitations in this study, the results showed that students do learn from the AM approach. In addition, the student preferences shown in the questionnaire results corroborated the strong support for the use of AMs given in Chapter 2. Therefore, since students are

exposed to authentic English through the AMs, are motivated to learn English, and are engaged during the lessons, it is appropriate for teachers to consider incorporating AMs into current ESL lesson plans.

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APPENDIX A. TESTING INSTRUMENTS

Phrasal Verb Pre-Test

This test is to determine what you know about phrasal verbs. Try to fill in the blanks as best you can. If you do not know the correct answer, you can try to give a reasonable guess or just leave it blank. There are five parts to this test. You will be given Part V after you finish Parts I - IV. Please be sure to do all four parts on this test before you ask for Part V.

Part I - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. Choose the phrasal verbs from the following list. You will need to change the tense on some of the verbs to make them fit in the sentence.

add up	be over	hand in	throw away
ask out	blow up	put off	take back
be back	get up	show up	turn back

1. She likes to awaken very late. She likes to _____ very late.
2. Joanne forgot to reverse her clock. Joanne forgot to _____ her clock _____.
3. Jason cleaned his room and discarded three garbage bags full of trash. Jason cleaned his room and _____ three garbage bags full of trash.
4. Kevin was finished with his relationship with Kristy. Kevin _____ his relationship with Kristy.
5. Manuel requested a date with the beautiful girl. Manuel _____ the beautiful girl.
6. My roommate asked me to return by 6:00, so we could eat supper together. My roommate asked me to _____ by 6:00, so we could eat supper together.
7. We wondered where Artur was, but finally he appeared. We wondered where Artur was, but finally he _____.
8. The dynamite caused the whole building to explode. The dynamite caused the whole building to _____.
9. I have to give my assignment to the instructor. I have to _____ my assignment to the instructor.
10. Cheung wished he could retrieve the mean words he had said. Cheung wished he could _____ the mean words he had said.

Part II - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. Choose the phrasal verbs from the following list. You will need to change the tense on some of the verbs to make them fit in the sentence.

blow up
carry on
come in

figure out
get over
give up

run into
show up
stand out

start out
take after
wear out

- Andrew naturally is noticeable because of his bright red hair. Andrew naturally _____ because of his bright red hair.
- Seongwoo will never forget his girlfriend. Seongwoo will never _____ his girlfriend.
- Kent is similar to his older brother. Kent _____ his older brother.
- Because of his diet, Daniel abandoned eating chocolate. Because of his diet, Daniel _____ eating chocolate.
- The children completely used their toys because they played with them all the time. The children _____ their toys because they played with them all the time.
- Gina began her trip by bus, but decided to take a plane later. Gina _____ her trip by bus, but decided to take a plane later.
- I unexpectedly met John in the cafeteria. I _____ John in the cafeteria.
- When she heard Tom knock, Sue told him to enter. When she heard Tom knock, Sue told him to _____.
- It was hard for Satomi to continue with her homework with the loud music outside. It was hard for Satomi to _____ with her homework with the loud music outside.
- Carmen could not solve the puzzle. Carmen could not _____ the puzzle.

Part III - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. Choose the phrasal verbs from the following list. You will need to change the tense on some of the verbs to make them fit in the sentence.

add up
come in
get along

give up
go down
let down

look over
put off
run out

stock up
take off
talk over

1. Gary departed from my house at about 9 p.m. Gary _____ from my house at about 9 p.m.
2. Azhar offered me a soda, but then he realized he had depleted his supply. Azhar offered me a soda, but then he realized he had _____.
3. Su-Yeon examined the damage caused by the tornado. Su-Yeon _____ the damage caused by the tornado.
4. Yili didn't want to travel to Florida again. Yili didn't want to _____ to Florida again.
5. She has never postponed something she had to do - she always does it at once. She has never _____ something she had to do - she always does it at once.
6. Carol only goes to the store once a month, and accumulates all she needs. Carol only goes to the store once a month, and _____ on all she needs.
7. Sam doesn't cooperate with Kim. Sam doesn't _____ with Kim.
8. The amount of money I owe is really increasing. The amount of money I owe is really _____.
9. Jorge decided to discuss the problem with his parents. Jorge decided to _____ the problem with his parents.
10. Suzy never disappoints her friends. Suzy never _____ her friends _____.

Part IV - Decide if the following sentences are correct grammatically. For the sentences that you judge as correct, circle C. For the sentences that you judge as not correct, circle N.

- | | | |
|---|---|--|
| C | N | 1. She will get over him after several months. |
| C | N | 2. The young man was his girlfriend over by May. |
| C | N | 3. The children take her after. |
| C | N | 4. I ran into him. |
| C | N | 5. Mike let his parents down. |
| C | N | 6. Jeanne figured it out. |
| C | N | 7. Amaury always started out them early. |
| C | N | 8. Jamie threw the paper away yesterday. |
| C | N | 9. He never hands it in anymore. |
| C | N | 10. Pedro puts off them as long as possible. |

Part V - Using the phrasal verbs below, write your own sentences. Focus on writing sentences that are grammatically correct.

get over
run into

run out
stand out

talk over
turn back

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Phrasal Verb Post-Test - Textbook

For Parts I, and II, fill in the blanks with the correct phrasal verbs. **Use only those phrasal verbs that we have studied in class.** For Parts III and IV, follow the directions given. Part IV will be given to you after you have completed all three parts on this test.

Part I - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. You will need to change the tense on some of the verbs to make them fit in the sentence.

1. He had to give the research paper to his professor. He had to _____ the research paper to his professor.
2. After three years, I completely used my favorite pair of jeans. After three years, I _____ my favorite pair of jeans.
3. The airplane departed from the airport. The airplane _____ from the airport.

4. Yen wished she could just continue with her studying, but she was too worried about the test. Yen wished she could just _____ with her studying, but she was too worried about the test.
5. The woman accidentally discarded her valuable watch. The woman accidentally _____ her valuable watch.
6. The little boy really is similar to his father. The little boy really _____ his father.
7. My friend was excited for me because Kurt had finally requested a date with me. My friend was excited for me because Kurt had finally _____ me _____.
8. Julie discussed her plans with her friend. Julie _____ her plans with her friend.

Part II - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. You will need to change the tense on some of the verbs to make them fit in the sentence.

1. The woman appeared in a brand new car. The woman _____ in a brand new car.
2. Jane had such a ridiculous outfit on, that she was noticeable in the crowd. Jane had such a ridiculous outfit on, that she _____ in the crowd.
3. Hyongmin and I just can't cooperate. Hyongmin and I just can't _____.
4. Francisco likes to examine his notes one more time right before the test. Francisco likes to _____ his notes one more time right before the test.
5. Alex awakes at 6 a.m. every morning - even Saturdays. Alex _____ at 6 a.m. every morning - even Saturdays.
6. The girl unexpectedly met the boy on campus. The girl _____ the boy on campus.
7. He always postpones doing his homework until the last minute. He always _____ doing his homework until the last minute.

Part III - Decide if the following sentences are correct grammatically. For the sentences that you judge as correct, circle C. For the sentences that you judge as not correct, circle N.

- C N 1. He never hands the homework in anymore.

- | | | |
|---|---|--|
| C | N | 2. The children take their mother after. |
| C | N | 3. Jamie threw away it yesterday. |
| C | N | 4. I ran him into. |
| C | N | 5. Pedro puts them off as long as possible. |
| C | N | 6. The children take her after. |
| C | N | 7. I ran into him. |
| C | N | 8. Jamie threw the paper away yesterday. |
| C | N | 9. He never hands it in anymore. |
| C | N | 10. Pedro puts off them as long as possible. |

Part IV - Using the phrasal verbs below, write your own sentences. Focus on writing sentences that are grammatically correct.

run into

stand out

talk over

1. _____

2. _____

3. _____

Phrasal Verb Post-Test - Authentic Materials

For Parts I, and II, fill in the blanks with the correct phrasal verbs. For Parts III and IV, follow the directions given. **Use only those phrasal verbs that we have studied in class.** Part IV will be given to you after you have completed all three parts on this test.

Part I - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. You will need to change the tense on some of the verbs to make them fit in the sentence.

1. Nancy depleted her supply of bread, so she had to go to the store. Nancy _____ of bread, so she had to go to the store.
2. The man began his speech with a funny joke. The man _____ his speech with a funny joke.
3. In winter, many people accumulate extra food. In winter, many people _____ on extra food.
4. She never abandons her friends. She never _____ on her friends.
5. Mary reversed her clock for daylight savings time. Mary _____ her clock for daylight savings time.
6. I have trouble solving my calculus problems. I have trouble _____ my calculus problems.
7. My friend disappointed me when he didn't meet me at the library when he was supposed to. My friend _____ me _____ when he didn't meet me at the library when he was supposed to.
8. Christine decided to retrieve her blouse from her sister. Christine decided to _____ her blouse _____ from her sister.

Part II - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. You will need to change the tense on some of the verbs to make them fit in the sentence.

1. Iris knew the money in her savings account had really increased. Iris knew the money in her savings account had really _____.
2. He was finished thinking about his first love. He _____ his first love.
3. Lorena promised that she would return soon. Lorena promised that she would _____ soon.
4. Kwan traveled to the Mexico for his vacation. Kwan _____ to Mexico for his vacation.
5. The bomb exploded. The bomb _____.
6. Ko hopes Chiaki will forget her disappointment. Ko hopes Chiaki will _____ her disappointment.
7. Takeshi entered without knocking. Takeshi _____ without knocking.

Part III - Decide if the following sentences are correct grammatically. For the sentences that you judge as correct, circle C. For the sentences that you judge as not correct, circle N.

- | | | |
|---|---|--|
| C | N | 1. She will get him over after several months. |
| C | N | 2. Mike let down them. |
| C | N | 3. Jeanne figured the problem out. |
| C | N | 4. The young man was over her by May. |
| C | N | 5. Amaury always started them out early. |
| C | N | 6. She will get over him after several months. |
| C | N | 7. The young man was his girlfriend over by May. |
| C | N | 8. Mike let his parents down. |
| C | N | 9. Jeanne figured it out. |
| C | N | 10. Amaury always started out them early. |

Part IV - Using the phrasal verbs below, write your own sentences. Focus on writing sentences that are grammatically correct.

get over

run out

turn back

1. _____

2. _____

3. _____

Phrasal Verb Post-Post-Test

For Parts I, II, and III, fill in the blanks with the correct phrasal verbs. Use only those verbs that are provided for each part. For Parts IV and V, follow the directions given. Part V will be given to you after you have completed all four parts on this test.

Part I - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. Choose the phrasal verbs from the following list. You will need to change the tense on some of the verbs to make them fit in the sentence.

ask out
be back
figure out

get over
hand in
let down

put off
stock up
take after

take off
throw away
turn back

- Guillermo always postpones cleaning his apartment because he hates to clean. Guillermo always _____ cleaning his apartment because he hates to clean.
- Lee really disappointed his parents. Lee really _____ his parents _____.
- She works hard, so she can give her projects to the teacher early. She works hard, so she can _____ her projects to the teacher early.
- I wish I could reverse time and relive my past. I wish I could _____ time and relive my past.
- Roberto hoped he would have enough courage to request a date with Lisa. Roberto hoped he would have enough courage to _____ Lisa _____.
- Kathy forgot the pain of her ankle very quickly. Kathy _____ the pain of her ankle very quickly.
- The party was getting boring, so we decided to depart. The party was getting boring, so we decided to _____.
- I hoped that I could return by Sunday night. I hoped that I could _____ by Sunday night.
- I realized that I am similar to my mother more as I get older. I realized that I _____ my mother more as I get older.
- The cereal was so cheap, I decided to accumulate a lot and buy 10 boxes. The cereal was so cheap, I decided to _____ and buy 10 boxes.

Part II - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. Choose the phrasal verbs from the following list. You will need to change the tense on some of the verbs to make them fit in the sentence.

be over

go down

stand out

talk over

figure out
give up

look over
run out

start out
take back

throw away
wear out

1. I examined the information about the different majors available. I _____
the information about the different majors available.
2. Adrian abandoned doing his homework at 3 a.m. Adrian _____ doing his
homework at 3 a.m.
3. She has so many talents that she is noticeable. She has so many talents that she
_____.
4. When So-Hee saw her old boyfriend with another girl, she realized that she was not
finished loving him. When So-Hee saw her old boyfriend with another girl, she
realized that she _____ not _____ loving him.
5. I often discuss my new ideas with my boss. I often _____ my new ideas with
my boss.
6. The teacher began the semester by assigning a lot of homework. The teacher _____
_____ the semester by assigning a lot of homework.
7. If I can recycle it, I won't discard it. If I can recycle it, I won't _____ it _____.
8. I don't have any more coffee, because I depleted my supply. I don't have any more coffee,
because I _____.
9. The man used his calculator so much that he completely used the battery. The man used
his calculator so much that he _____ the battery.
10. Yumi solved how to fix her VCR. Yumi _____ how to fix her VCR.

Part III - For each pair of sentences, fill in the blanks in the second sentence with a phrasal verb that has a similar meaning to the underlined verb or verb phrase in the previous sentences. Choose the phrasal verbs from the following list. You will need to change the tense on some of the verbs to make them fit in the sentence.

add up
blow up
carry on

come in
get along
get up

go down
run into
show up

stand out
take back
wear out

1. Se-Meng is very friendly; she cooperates with everybody. Se-Meng is very friendly; she
_____ with everybody.

2. Jin-Ho realized that the savings really increases by using coupons. Jin-Ho realized that the savings really _____ by using coupons.
3. My boss told me to continue with what I was doing before he interrupted me. My boss told me to _____ with what I was doing before he interrupted me.
4. The chemistry experiment exploded. The chemistry experiment _____.
5. I have trouble awaking in the morning. I have trouble _____ in the morning.
6. Rodolfo surprised me when he entered. Rodolfo surprised me when he _____.
7. She appeared earlier than anyone else. She _____ earlier than anyone else.
8. Jose traveled to Des Moines to see a movie. Jose _____ to Des Moines to see a movie.
9. Yuan-lin unexpectedly met her teacher on the bus. Yuan-lin _____ her teacher on the bus.
10. The man gave the toaster to his friend, but then he wanted to retrieve it. The man gave the toaster to his friend, but then he wanted to _____ it _____.

Part IV - Decide if the following sentences are correct grammatically. For the sentences that you judge as correct, circle C. For the sentences that you judge as not correct, circle N.

- | | | |
|---|---|--|
| C | N | 1. She will get her boyfriend over after several months. |
| C | N | 2. The young man was her over by May. |
| C | N | 3. The children take after her. |
| C | N | 4. I ran my friend into. |
| C | N | 5. Mike let them down. |
| C | N | 6. Jeanne figured out it. |
| C | N | 7. Amaury always started his mornings out early. |
| C | N | 8. Jamie threw it away yesterday. |
| C | N | 9. He never hands in it anymore. |
| C | N | 10. Pedro puts his assignments off as long as possible. |

Part V - Using the phrasal verbs below, write your own sentences. Focus on writing sentences that are grammatically correct.

get over
run into

run out
stand out

talk over
turn back

1. _____

2.

3.

4.

5.

6.

APPENDIX B. CLASS LESSON PLANS

INTRODUCTION - CLASS 1 (50 minutes)**I. PRE-TEST**

- A. Give test - 40 minutes

II. DEFINE PHRASAL VERBS

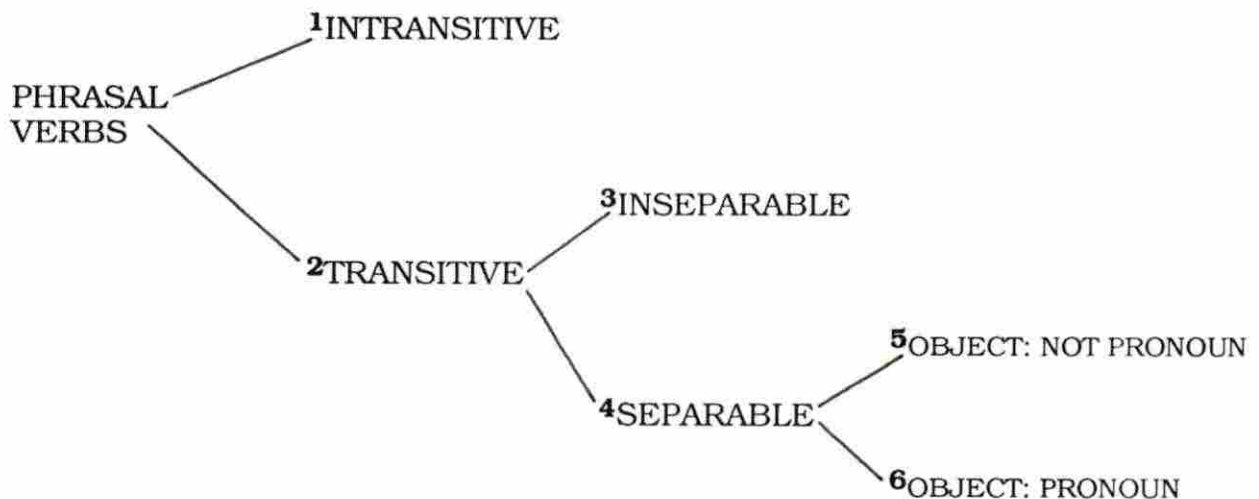
- A. Two components - verb, particle
 B. Transitive vs. Intransitive
 C. Separable vs. Inseparable
 D. Pronoun Objects
 E. Other Objects

1. If the object is more than two or three words, it often will not separate the phrasal verb.

a. They left out the most important information which would have been very helpful.

*They left the most important information which would have been very helpful out.

- F. Handout - Flow Chart



1. He sat down (on a chair).
2. She looked up the word in the dictionary.
3. He checked into the hotel.
4. She called up her friend.
5. She called her friend up.
 She called up her friend.
6. her friend = him
 She called him up.

She called Tom up.
 She called up Tom.

*She called up him.

III. CONTRAST PHRASAL VERB WITH [VERB + PREPOSITION] - HANDOUT

- A. [Verb + Preposition] = wish for: She wished for a new car.

Fronting: For what did she wish?

The new car for which she wished was red.

Spoken: She **wished** for a new car.

B. Phrasal Verb = make up: He made up the story.

Fronting: *Up what did he make?

*The story up which he made was a lie.

Spoken: He made **up** the story.

TEXTBOOK APPROACH - CLASSES 2 & 3

I. CLASS 1 - 50 minutes

A. Exercises modeled after textbooks

1. Have students choose a partner.
2. Exercise A - oral
 - a. Say out loud.
 - b. Ask questions.
3. Exercises B and C
 - a. Fill in the blanks.
4. Exercise D
 - a. Answer with statements including the phrasal verb.
5. Review correct answers on transparency.
6. Ask for any questions.
7. Go over syntax of the phrasal verbs.
 - a. Exercise A - why do the first six PVs have subjects provided and not objects? - I/I
 - b. Which verbs are used where the particle is separated from the verb? - T/I
 - c. Discuss the difference between T/I and T/S when the object is a pronoun.

B. Homework

1. Write one original sentence for each of the phrasal verbs in Exercise A. These are to be handed in.
2. For one phrasal verb (assigned by the teacher), write the sentence on transparency to share in the next class.
3. Optional: Make a dictionary of phrasal verbs and their meanings and usages.

II. CLASS 2 - 50 minutes

A. Homework from previous class period - 25 - 30 minutes

1. Show on transparencies.
2. Discuss syntax and other ways to write the sentences.
 - a. If the PV was not separated and it can be, how would the sentence be written?
 - b. What happens if the object is a pronoun?

B. Post-test - 20 - 25 minutes

AUTHENTIC MATERIALS APPROACH - CLASS 4 & 5

I. CLASS 1 - 50 minutes

- A. Phrasal Verb Medley
 - 1. Hand out lyrics
 - 2. Listen to medley
 - 3. Choose partners
 - a. Identify all the phrasal verbs.
 - b. Determine if they are transitive or intransitive.
 - c. Guess if the verbs are separable or inseparable.
- B. Make a dictionary
 - 1. Write a synonym or short definition of the phrasal verb.
 - 2. Compare the meanings and correct any that are incorrect.
- C. Homework
 - 1. Give out comics and advertisements. Have the students identify all the PVs, figure out their syntax, and deduce their meanings.

II. CLASS 2- 50 minutes

- A. Review from the previous class period - any questions?
- B. Homework from previous class - 25 - 30 minutes
 - 1. Make a chart on the chalkboard:

<u>I/I</u>	<u>T/S</u>	<u>T/I</u>
------------	------------	------------
 - 2. Fill in all the PVs from the comics and advertisements in the appropriate spots.
 - 3. Ask for the definitions of the PVs.
 - a. Have them add them to their dictionaries.
 - 4. Explain some of the cultural aspects of the comics that they may not understand.
- C. Post-test - 20 - 25 minutes

APPENDIX C. TEXTBOOK AND AUTHENTIC MATERIALS EXERCISES

Phrasal Verb Exercises - Textbook

A. Say the following phrasal verbs with their subjects or objects out loud. Study their meanings in the right column. Then compose a question for each phrase. Ask a partner your questions (adapted from Understanding American Sentences).

- | | |
|---------------------------------------|--------------------------------|
| 1. the planes <u>take off</u> | (depart, leave) |
| 2. the girls <u>show up</u> | (appear, attend) |
| 3. the men <u>carry on</u> | (continue, keep on) |
| 4. the children <u>get up</u> | (arise, awaken) |
| 5. the students <u>get along</u> | (agree, cooperate) |
| 6. the musicians <u>stand out</u> | (be conspicuous, noticeable) |
| 7. <u>talk over</u> the situation | (discuss, confer) |
| 8. <u>put off</u> the cleaning | (postpone, procrastinate) |
| 9. <u>hand in</u> the project | (give, submit) |
| 10. <u>throw away</u> the trash | (discard, get rid of) |
| 11. <u>ask out</u> the handsome guy | (request a date) |
| 12. <u>look over</u> the requirements | (examine, check carefully) |
| 13. <u>wear out</u> the jacket | (completely use, exhaust) |
| 14. <u>run into</u> somebody | (meet unexpectedly, by chance) |
| 15. <u>take after</u> the grandfather | (be similar to, resemble) |

B. Fill in the blanks with the appropriate phrasal verbs from the list in Exercise A (adapted from Grammar with a Purpose: A Contextual Approach).

John wanted to _____ Rie _____ (request a date). Rie is in his English class, and he had been thinking about doing this for a long time. He was a little nervous, so he decided to _____ (discuss) his plans with his best friend, Yoshi. Yoshi thought the plans were good, and told John not to worry.

The next day - the day that John was going to ask Rie - John _____ (awoke) late and realized that his bus had _____ (departed) without him. He knew he had to hurry in order to _____ (appear) for class on time. As he got dressed, he found that he had _____ (completely used) his favorite pair of black jeans, so he had to think of something else to wear. He was afraid that it was going to be a bad day, but he decided to _____ (continue) with his plan anyway. When John

finally reached campus, he realized that he had forgotten his English assignment, and he was supposed to _____ it _____ (give) at 9:00. John was frustrated, but tried not to worry.

Finally, class was over, and John approached Rie. He gallantly asked her for a date, and she replied, "I don't think so. You and I would not _____ (agree) because you're the type of guy who _____ (are similar to) my dog!" John knew then that it was a very bad day.

C. Write the correct phrasal verb from the list in Exercise A (adapted from Using English: Your Second Language).

1. He really _____ because of his unique style. (is noticeable)
2. He _____ what was written on the paper. (examined)
3. We had to _____ our trip to Europe. (postpone)
4. She _____ her old shoes _____. (discarded)
5. I seldom _____ anyone who knows Latin. (meet)
6. She decided not to _____ for class. (appear)
7. My parents always _____ very early. (awaken)
8. Her daughter _____ with all the other children. (cooperates)
9. He _____ the possibilities with his friend. (discussed)
10. The instructor asked us to _____ our problems _____ at the beginning of class. (give)

D. Answer the following questions using the phrasal verb that is written in *italics* (adapted from Using American Sentences).

1. Would you *look over* my paper and correct any mistakes?

2. Did Jim finally *ask Angie out*?

3. Did the plane *take off* on time?

4. Should she *throw* her old English papers *away*?

5. Did Jose *wear out* his favorite cassette tape?

6. Did you *run into* anybody you knew at the concert?

7. Does Keiko *take after* her mother or her father?

8. Will Ho be able to *carry on* with his job?

9. Why does she *put* her homework *off* until the last minute?

10. What do you think makes him *stand out* from his classmates?

Phrasal Verb Exercises - Authentic Materials

Directions:

- 1) In each of the following advertisements and comic strips, identify all the phrasal verbs.
- 2) Using the context given, determine if the phrasal verbs you have found are transitive or intransitive.
- 3) For the transitive verbs, try to decide if the phrasal verbs are separable or inseparable.
- 4) Write a definition for the meaning of the phrasal verbs using a synonym or a just a few words.



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Replace your old vent hood and microwave.
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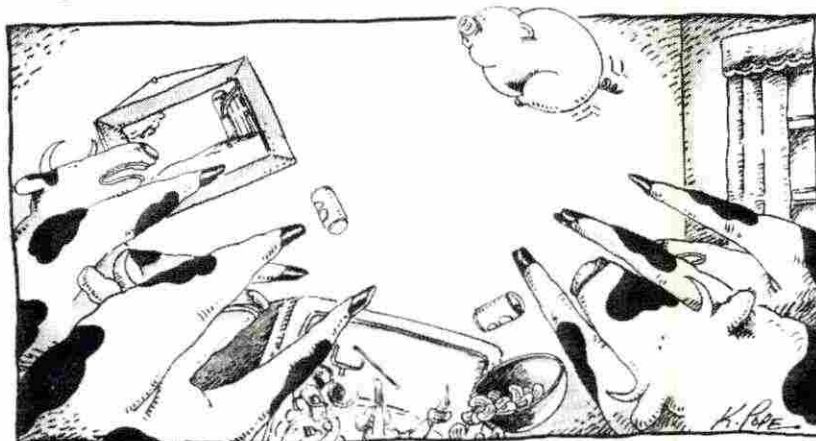


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STOCK UP!



Had Curly not run out of Pepsi for the big Game, he might not have become the halftime entertainment.

Don't Drop The Ball. Stock Up On Pepsi.

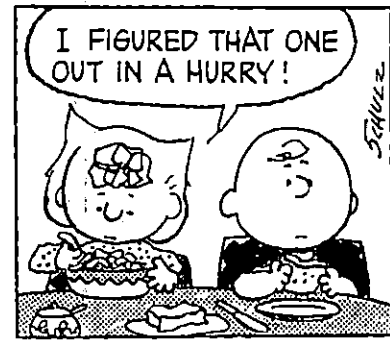
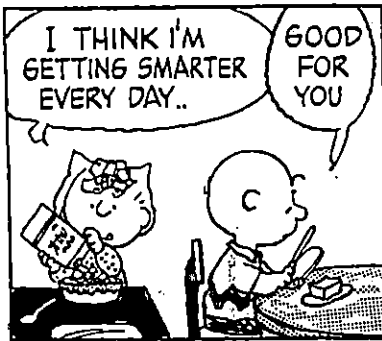
2.99

12-PACK

Pepsi, diet Pepsi,
caffeine-free diet Pepsi
or Mountain Dew. Don't
run out at halftime!



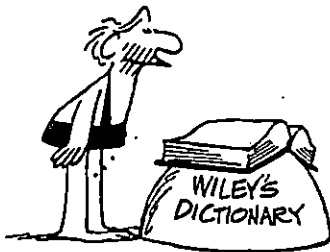
PEANUTS



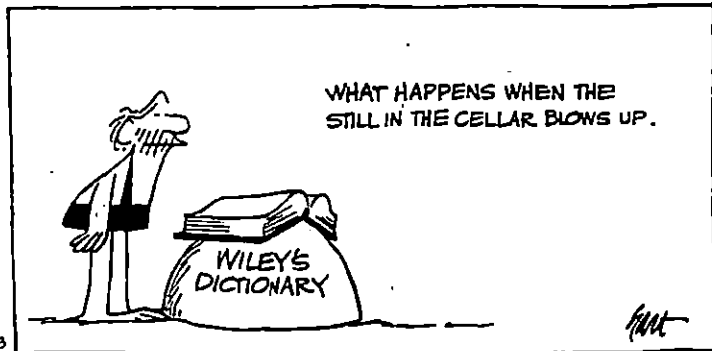
From *The Des Moines Register*

B.C.

HOUSE-FLIES

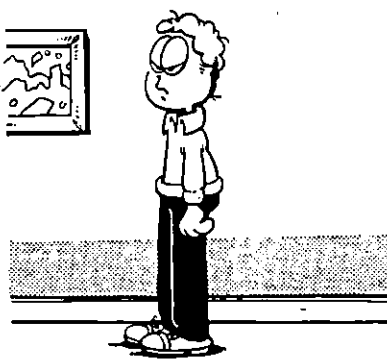


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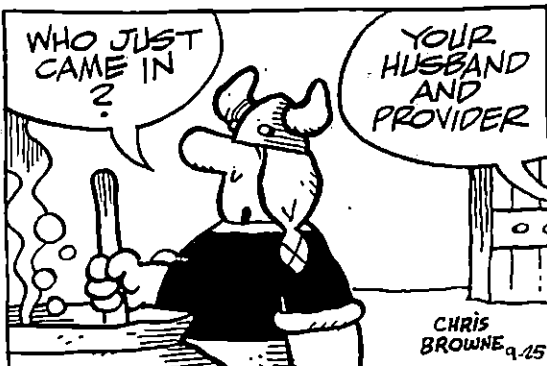
From *The Des Moines Register*

GARFIELD



From *The Daily Tribune*

HAGAR THE HORRIBLE



From *The Daily Tribune*

Phrasal Verb Medley

From If I Could Turn Back Time

Written by Diane Warren, sung by Cher, © 1989

If I could turn back time If I could find a way
 I'd take back those words that hurt you And you'd stay
 I don't know why I did the things I did
 I don't know why I said the things I said
 Pride's like a knife It can cut deep inside
 Words are like weapons They wound sometimes
 I didn't really mean to hurt you I didn't want to see you go
 I know I made you cry But Baby --
 If I could turn back time If I could find a way
 I'd take back those words that hurt you And you'd stay
 If I could reach the stars I'd give them all to you
 Then you'd love me Love me like you used to do
 If I could turn back time. . .

From The King of Wishful Thinking

Written by Peter Cox, Richard Drummie, and Martin Page, sung by Go West,
 © 1990

I don't need to fall at your feet Just 'cause you cut me to the bone
 And I won't miss the way that you kiss me
 We were never carved in stone
 If I don't listen to the talk of the town Then maybe I can fool myself
 I'll get over you, I know I will I'll pretend the ship's not sinking
 And I'll tell myself I'm over you
 'Cause I'm the king of wishful thinking. . .

From Never Gonna Give You Up

Written by Stock, Aitken, and Waterman, sung by Rick Astley, © 1987

We're no strangers to love You know the rules and so do I
 A full commitment's what I'm thinking of
 You wouldn't get this from any other guy
 I just wanna tell you how I'm feeling Gotta make you understand
 Never gonna give you up Never gonna let you down
 Never gonna run around and desert you
 Never gonna make you cry Never gonna say good-bye
 Never gonna tell a lie and hurt you. . .

APPENDIX D. QUESTIONNAIRE

PHRASAL VERB QUESTIONNAIRE

When we studied phrasal verbs, there were two different approaches used to teach them. In the first approach, you did exercises and activities that were modeled after textbooks. In the second approach, you did exercises and activities that involved songs, advertisements, and comic strips. I would like your opinion about how you felt about the two approaches. For each question, please circle "yes" or "no." Also, please explain your answer if the question asks "why?"

1. Did you notice a difference in the two approaches when you were doing them in class? yes no

2. Did you feel that the first approach (described above) was better for teaching you phrasal verbs? yes no

Why? _____

3. Did you feel that the second approach (described above) was better for teaching you phrasal verbs? yes no

Why? _____

4. Did you like the first approach better? yes no

Why? _____

5. Did you like the second approach better? yes no

Why? _____

APPENDIX E. SUBJECT SCORES

Semantics (total possible = 15)

Subject	Pre-test		Post-test		Post-post-test	
	TB	AM	TB	AM	TB	AM
1	13	14	15	14	15	15
2	11	13	13	13	15	15
3	12	14	15	14	15	15
4	11	14	15	14	15	15
5	12	11	15	14	14	14
6	14	11	14	14	14	15
7	12	10	15	14	15	15
8	9	10	10	10	15	15
9	14	12	15	14	15	15
10	14	14	15	15	15	15
11	9	11	11	15	15	15
12	8	9	13	12	14	11
13	14	13	15	9	15	15
14	15	13	14	14	15	15
15	14	12	14	15	15	15
16	14	12	15	11	na	na

Grammar Judgments (total possible = 5)

Subject	Pre-test		Post-test		Post-post-test	
	TB	AM	TB	AM	TB	AM
1	4	3	4	4	5	5
2	5	5	4	4	4	4
3	4	5	4	4	5	5
4	4	5	4	3	4	5
5	3	4	4	3	5	5
6	3	4	4	5	4	5
7	5	4	5	4	5	4
8	3	4	4	2	3	3
9	3	5	4	3	5	5
10	4	5	5	5	5	5
11	3	4	3	4	5	5
12	3	3	2	4	4	3
13	3	5	5	3	5	5
14	3	5	4	4	3	4
15	3	3	4	4	4	2
16	3	5	3	4	na	na

Sentence Writing (total possible = 6)

Subject	Pre-test		Post-test		Post-post-test	
	TB	AM	TB	AM	TB	AM
1	6	5	6	6	6	5
2	6	6	6	5	6	5
3	6	4	6	6	6	5
4	4	6	6	6	5	6
5	5	5	6	5	5	6
6	6	3	6	5	6	5
7	5	3	6	6	6	6
8	4	3	3	6	6	6
9	6	3	6	4	6	5
10	6	6	6	6	6	6
11	5	4	6	5	6	6
12	3	1	5	4	5	3
13	4	4	6	5	6	4
14	5	6	6	6	6	6
15	6	4	6	6	6	6
16	4	2	6	5	na	na